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ABSTRACT

A practicum designed to facilitate the transition of Head Start children to kindergarten was implemented by the education coordinator of a Head Start program. The program served 945 poverty-level children in 35 classrooms and 20 home-based sites in 35 school districts in Allegheny County, Pennsylvania. Practicum goals were to prepare children for transition to public school, train parents to aid in transition, and promote cooperation between Head Start and public school districts. Objectives were as follows: (1) training selected Head Start staff to identify transition needs of graduates and work with parents to address children's needs; (2) fostering mutual understanding of Head Start and public school elementary programing through an information sharing and site visitation system; and (3) training up to 100 parents in strategies they could use in transition activities with their children at home during the summer. As a result of the practicum: (1) an interagency task force developed a checklist of kindergarten prerequisite skills; (2) cooperation between the two agencies increased; (3) parents acquired skills they needed to work with the children; (4) cross-site visitation increased awareness between sending and receiving teachers; and (5) parent participation increased. Related materials making up one-third of the document, are appended, including assessment forms and the kindergarten prerequisite skills checklist. (RH)

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A Transitional Services Model For Preschool Children Preparing to Enter Kindergarten Involving Parents, Teachers, and Public Schools

by

Vandana Sharma

Cluster XX

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A Practicum (II) Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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ABSTRACT

A transitional services model for pre-school children preparing to enter Kindergarten by involving parents, teachers and public schools. Sharma, Vandana. 1988; Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Transition to Kindergarten/Parent Involvement/Entry Skills/Staff Training/ Program Development/Readiness to Kindergarten/Parent Attitudes/Parent Education/Transition Project.

This practicum addressed the expressed need to develop a Transition Services Model to ensure smooth transition of targeted children preparing to enter Kindergarten by involving parents, teachers, and public schools to play an active role in the process. In a review of current literature, the writer found support for developing systematic transition procedures involving parents, teachers and school districts to help provide a smooth transition and adjustment to public school.

The writer's goals were: (a) to prepare target children for transition to public school programming, (b) to train parents to actively assist the student in the transition, and (c) to promote cooperation and coordination between the target program and the school districts in order to effectively produce congruence between the two educational systems. In addressing these goals, the writer implemented solutions consisting of multiple procedures including training of the teachers as well as the parents. A task force comprising the staff of both agencies was formed and cross-site visitation by agency teachers were arranged.

As a result of the practicum: The Inter-agency Task Force developed a Kindergarten prerequisite skills checklist, cooperation and communication increased between the two agencies, parents acquired skills to work with the children, cross-site visitation increased awareness between the sending and the receiving teachers, and parent participation increased. Further, lasting changes in the procedures and the interschool cooperation strongly indicate possible continuation of communication and shared goals to support the transition of target children to public school.

CHAPTER I

INTRODUCTION

Description of Community

The Target Intermediate Unit (IU) is a regional education agency which provides consultation, technical assistance, and direct services to 42 school districts and 130 nonpublic schools in suburban Allegheny County. The mission of the IU is to initiate partnership and alliances with schools and other organizations with a view to provide a climate for excellence in education which is both effective and economical.

The Target Head Start Program is a comprehensive developmental preschool program which provides low-income children with educational, health and social services needed for full social, emotional, and intellectual functioning. The program is underwritten with federal funds through a contract with the Target County Department of Community Services.

First established in 1967, Head Start currently serves 945 poverty-level children in 35 classrooms and 20 home-based sites encompassing 35 school districts within the county. The total program budget is over $3 million. The program offers five service components:

*Education
*Health & Nutrition
*Training
*Social Services & Parent Involvement
*Services for Handicapped Children

The total number of children served represents only 41 percent of the eligible poverty population in Target County.

The compendium of service is designed to:

*Develop and expand the child's ability to think, reason, and communicate clearly.
*Foster good health.
*Enhance emotional and social development.
*Develop self-confidence and self-reliance.
*Present frequent opportunities for success.
*Support parents as the primary educators of their children.

It has been, and continues to be, the policy in the curriculum of the Head Start classrooms to reflect the social, ethnic, and cultural composition of the community served. The geopolitical breakdown of the target county is such that there may be pockets of socially diverse groups which form the majority of the classroom composition.

Author's Work Setting and Role

The writer's position is Education Coordinator of the Head Start Program. The writer has been working with this program since 1977, serving as a classroom supervisor the first year and then becoming Coordinator for the entire component. Reporting to the Director of Head Start, the Education Coordinator together with three classroom supervisors is responsible for implementing all aspects of the Educational Component Program.

The Education Component is one of the largest components of the program. The program serves 945 preschool age children and their families in 35 classrooms and 20 home-based sites. The total number of staff for whom the writer is responsible is comprised of three classroom supervisors, 35 classroom teachers, 35 teacher assistants, and 20 home visitors.

The principal responsibilities of the Education Coordinator include: supervising and directing the staff and classroom activities, developing and implementing curriculum, conducting evaluation of the education staff, selecting and/or developing education materials, assisting in proposal development, administering budgetary allocations, planning and conducting in-service programs for staff and parents, coordinating hiring, and serving as an advisor to the parent-personnel committee of the program.

In addition to the individual responsibilities stated above, the Education Coordinator also serves as an integral team member with other Head Start component coordinators. The writer is expected to take part in the following activities: (a) developing cross-component training for all Head Start component staff, (b) parent orientation activities, (c) parent training, (d) the local Head Start newspaper, (e) conducting cross-component parent training, and (f) identifying and developing programs to improve the quality of education services.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Head Start children frequently experience problems in the transition from preschool environment to the kindergarten setting provided by the public school system. The findings of the Head Start Evaluation, Synthesis and Utilization Project (1985) indicates that while Head Start children enter public schools substantially ahead of children who had not received Head Start services, they lose their advantage after two or more years in the public school system. The reasons for this phenomenon have not been clearly identified in the research, although many educators believe it may be related to differences in program structure and parental involvement between the two educational settings. The report further points to the need for more innovative arrangements by the schools to sustain the developmental advantage of these young children in later years.

The Target program children typically spend a minimum of 6 hours a day in the classroom setting; kindergarten children spend only two to three hours a day with their public school teacher. Head Start parents are encouraged to take an active role in developing and overseeing their children's education; parents of children in the public

schools have limited opportunities for active involvement in the educational process. Head Start children have easy access to medical, nutritional, and social services; children in public schools have none.

Head Start children, therefore, leave a comprehensive developmentally oriented and individually designed program to enter a more academically inclined, structured environment in which the child spends less time and receives less parental input. The lack of congruence between the two educational programs seemed to result in the child not being able to make an effective transition and experiencing problems in adapting to the new program structure.

According to Swartz and Hutinger (1980) "Smooth progression from program to program is an essential goal in the transition procedures, as is establishment of strong linkage between early childhood, handicapped, and primary kindergarten programs." They also recognized, through their research, that organized, planned transition procedures are necessary to insure that the child is responding positively and making progress in the new program.

The target program staff in their end of the year review have identified specific concerns regarding children who are entering school. Also, parents expressed concern about their children's ability to meet public school entry requirements. In addition, meetings with local public school personnel showed a lack of knowledge on the part of public school teachers about Head Start and identified a

need for information sharing between the Head Start Program and public schools. The Head Start teachers also demonstrated a lack of knowledge of the programming of the public elementary education system.

The evidence revealed a clear need for a formal process which would identify and foster implementation of transitional services to Head Start children entering kindergarten.

Problem Statement

The overall problems are the unavailability of systematic transitional procedures, the absence of any training for parents, and continued lack of communication between agencies to insure smooth transition of target students to public school.

Problem Documentation

In an informal way, some Head Start teachers have initiated communication by inviting kindergarten teachers to visit their classrooms; visiting prospective kindergarten rooms with the children; and providing helpful suggestions to the parents.

The target agency serves children from 23 school districts. Each district have their specific entry criteria, which include expected skills for Kindergarten. In order for Head Start children to make a successful transition and adjustment to Kindergarten, a thorough understanding of public schools' entry procedures is needed.

The need to establish communication and a working relationship with Districts is quite apparent.

For the purpose of collecting preliminary documentation, a Needs Assessment Questionnaire was sent to 20 school superintendents, 132 parents, and 24 Head Start teachers. It asked the respondents their opinion on planned program procedures to help target children make a smooth transition to public school.

Sixteen school superintendents, 59 parents, and 12 teachers and teacher assistants responded to the Needs Assessment Questionnaire.

Eighty five percent of the school superintendents responded favorably and 15 percent unfavorably to the needs identified in the questionnaire.

The teacher responses were recorded through the interviews conducted in their classrooms during regular site visits.

Two different methods were used to record responses on parent transition questionnaire. The purpose of collecting responses using two different methods was to note any differences in parental responses.

Of six target classrooms, the parents from the three target classrooms were randomly selected, and questionnaires were completed using telephone interviews. The parents from the remaining three classrooms were asked to provide their responses during parent meetings with no one-to-one explanation given.

Table 1, Parent Transition Questionnaire Responses, depicts the percentage of responses recorded from both parent groups using two different techniques. The group 1 parents were interviewed by telephone and group 2 parents were given the questionnaire to record their responses.

Table 1
Parent Transition Questionnaire Responses

Parent Groups	# of Parents Responding	% Responses Yes	No
Group 1	32	97%	3%
Group 2	27	88%	12%

The difference in percentages between the responses of the two groups of parents was not significant. However, overall percentage responses were in favor of developing transition procedures for children entering Kindergarten.

Table 2, depicts the comparative percentage responses from the school superintendents, teachers and parents.

Table 2
Comparative Needs Assessment Response Chart

Respondents	# of Responses	% of Responses Yes	No
Superintendents	16	85%	15%
Parents	59	94%	6%
Teachers	12	93%	7%

The Comparative Needs Assessment Responses indicated a need to develop procedures to help children make smooth transitions to public school.

A high percentage of favorable response from teachers, parents and the school superintendents is indicative of emerging awareness of the need for such services to young children entering school. The writer noted this as a strong indicator of a willingness on the part of school systems to respond to the parents' concerns for transition of their children to public school.

At the beginning of the school term, specific Needs Assessment Questionnaires for parents, school superintendents and target program staff were administered to assess the overall need for developing transition procedures for children entering public school.

The purpose of these questionnaires and assessment forms was to:

- Confirm the existence of the problem at the local program level;
- Provide a sound basis for developing transitional procedures and networking with school systems;
- Assess the need for parent training, and de-developing classroom programming; and
- Substantiate the need for developing the proposed project.

The following assessments were administered:

1. Staff Needs Assessment Form: This form was used to record the staff responses to assess the need to develop systematic transition procedures for Head Start children. The staff members were interviewed in person to record their responses. Twelve teachers and teacher assistants participated in the survey. The staff responses formed the basis for the preliminary documentation of the development of a transition procedure for Head Start children. (See Appendix A)

2. Parent Transition Questionnaire: The Head Start parents participating in the transition project were randomly selected and their responses recorded on the Parent Transition Questionnaire. Parents with children in three of the participating centers were called on the telephone by the writer and after a brief explanation about the project, their answers were recorded. The parents of the children in the remaining three classrooms were given the questionnaire to complete during their monthly parent meeting. The intent of collecting parent information in two different ways was to look for specific differences in the responses.

The parent responses were recorded and used to evaluate the need for information materials,

and training at their level. The difference of responses noted between the two groups of parents was in the area of explanation and further inquiry. The parents who were interviewed on the telephone had the advantage of asking for further clarification and information on the project. During this interview, general enthusiasm regarding the project was noted. Overall response in favor of this project was reflected in both parent groups. (See Appendix B)

3. Public School Questionnaire: The Needs Assessment Questionnaire was developed to assess the need to collaborate and develop systematic procedures to facilitate the transition of Target Program children to public school. The Questionnaire was mailed to 23 participating school district superintendents. The responses received from the 16 superintendents were assessed in order to establish the need to collaborate with public schools in providing a transition program to Head Start children entering kindergarten. (See Appendix C)

Causative Analysis

As stated by Campbell and Sims (1986) "the evidence continues to mount that early childhood programs, such as Head Start, pay dividends later in life, both for low income children and for society." The research also indicates that the transition from preschool to elementary school is a critical factor in ensuring payment of these dividends.

A 10 year Syracuse University study conducted by Lally and Mangione (1982) reported that transition programs such as federally funded Follow-Through were beneficial, and more early childhood policy-makers were placing importance on setting up programs that provided ongoing help to the families during the transition process.

As stated by Collins (1984), to insure a comprehensive transition program, certain important variables needed to be taken into account: environment, receiving teacher follow-up, administrative involvement, teacher training, exchange of information between teachers, and preparing the child for change. It is apparent that an effective transition presents a need for the development of policies that support the implementation of procedures and practices.

The program targeted in this study had previously lacked a well planned, coordinated system to insure the smooth placement and adjustment of the Head Start children in the school system. To provide transitional services to young children, the program needed to identify and define

expectations and responsibilities of both the educational systems.

One reason this had previously not been done was the lack of communication between the decision makers and/or implementors of the two educational systems. There was a general recognition of the need to encourage a dialogue between the two agencies to collaborate and develop plans for children making the transition from one program to the other, but due to lack of initiative, no formal plans had been developed to address this need.

Another factor contributing to the problem was the lack of training and orientation of the Head Start and public school teachers to identify the transition needs of the Head Start Children. Without knowing what these needs were, there was no motivation to work cooperatively toward development and implementation of transition skills curriculum. The lack of confidence on the part of some Head Start teachers created barriers in sharing program goals and services to Kindergarten teachers. Thereby, the possibility of networking and sharing remained untapped. This project became a way to open that channel of networking between agencies.

An additional cause was the lack of planned training for the Head Start parents in learning and implementing activities which would help their children make the transition from Head Start to kindergarten. The Head Start program recognized that when the parents were included, it

created a sense of involvement on their part, but previously no concrete action had been taken to support parents in making the transition to the other system.

Other obstacles that probably have served as communication barriers between the school system and Head Start, are the following:

- Difference in boundaries and the complexity of the public school system inhibited Head Start's efforts to interface with the school districts in the past.

- Confidentiality requirements many times restricted the communication between the two agencies.

- Kindergarten curricula and expectations varied from district to district, and lacked clarity.

- The Head Start program contains components that the public school program does not. These include parent involvement expectations and practices and comprehensive health and social services that are integral parts of the Head Start Program, while there is a lack of clarity as to the school system's understanding towards such services.

In summary, the causes of the problem identified by the investigator were:

1. Lack of coordination between the two systems resulting in barriers to effective transition;
2. Lack of training and orientation of Head Start as well as public school staff to provide a planned program for transition.
3. Lack of training and guidance for Head Start parents to facilitate transition of their children into the public schools;
4. Lack of a formalized discussion between the two educational systems to coordinate transitional programming for young children.

Relationship of the Problem to the Literature

In increasing number, young children are participating in programs of care and education prior to their enrollment as kindergarten pupils. "For many young children and their families, the kindergarten teacher is not the first "teacher" and the kindergarten class is not the first group experience." (Glickman and Hills 1981). Whether by necessity or choice, more parents are seeking such programs for their children than ever before, and the trend is expected to continue.

These circumstances are important for all those who educate and care for young children. Learning is a continuous process. Preschools are an important influence in children's lives. Programs such as nursery schools, Head Start, and day care should be built on the growth taking place during the first years in the home. In turn, kindergarten programs should be built on the learning and

development that have taken place in the preschools. The influence of the family remains fundamental to the extent and duration of early childhood education, in whatever setting it takes place. It is increasingly important, therefor, to link subsequent steps in the children's education to their earlier experiences; yet there are no systematic procedures through which child care center personnel and elementary school teachers and administrators communicate and coordinate their shared goals, curriculum, teaching strategies, or contacts with parents.

Never before has preschool education reached as many children as it does today. Although the number of preschool children declined nationally between 1967 and 1977, enrollment in child care centers rose sharply - from 14% to 32%. Growing emphasis on intellectual and language development has spurred development of programs to foster growth in these particular areas. (Glickman, et al. 1981). Curriculum can range from the single provision of safe, physical care in supervised play groups through structured developmental programs. Moreover, children may attend full or half-day child care centers for one year or more. This group experience, in turn, may follow months or years of home-based care with a parent, relative, or trained caregiver. The result of this variety of programs is that children enter kindergarten with vastly different preparatory experiences.

Kindergarten programs are diverse in purpose, structures and schedule. There are traditional programs which emphasize orientation to school and readiness for reading and basic education, open classroom approaches designed to accelerate acquisition of skills, and full school day or the familiar half-day schedules.

The move from the preschool years to kindergarten is made more difficult by lack of continuity. The child care center or Head Start program may have been very different from what the young child and his/her parents find in kindergarten.

Although learning should be continuous and interrelated, programs are disparate and unrelated. Therefore, educators and parents are faced with a difficult challenge. How may they join together to promote continuity and help children bridge the differences between the settings in which they grow and develop? There is a widespread agreement among experts and professionals alike that effective transition procedures are of vital concern and must be implemented, to help young children make smooth transition from one program to another.

According to Hutinger and Swartz (1980) "Smooth progression from program to prog[illegible] is an essential goal in the transition procedures, as is establishment of strong linkage between early childhood, handicapped programs and primary kindergarten programs." (p. 12) They also pointed towards organized, planned transition procedures that are

necessary to insure positive responses of the children in making progress in the new program.

In describing the importance of leaving preschool for kindergarten, Ziegler (1985) stressed that "children's separation from a child care or nursery school program may be the most abrupt and permanent break with the past they will experience." (p. 11). Further, she suggested that a smooth progression from one program to another was an essential goal in the transition procedure which included involvement of parents, strategies for school leaving, and enriching the curriculum.

Attention to transition practices is not a new phenomenon. In 1978, a task force organized by the Illinois State Education Agency recommended specific transition practices for use in preschool programs. The task force outlined a set of procedures that stressed the need to involve the receiving teacher in observational visit to the early childhood program before the child makes a transition. In addition, it emphasized in-service at the beginning of the transition year as well as conferences with both the early childhood staff and the parents. Further, the task force pointed to the need for determining entry competencies for kindergarten and primary programs.

Glickman et al (1981) found no systematic procedures through which childcare center personnel and elementary school teachers and administrators communicated and coordinate shared goals, curricula, teaching strategies, or

contact with parents. Similarly, Livingston (1981) commented that transition had been emphasized in some communities, but more attention to the transition process may be needed as a part of the Head Start program philosophy.

Research indicates that lack of congruence between the two education programs frequently results in the child not being able to make an effective transition to another program.

The final report of the Head Start evaluation, synthesis and utilization project, a comprehensive review of the research on the impact of Head Start on disadvantaged children, their families and communities, was issued in June, 1985. One of the recommendations from this study was that "closer ties could be sought with elementary schools on curriculum issues" (p. 21) in order to enhance the long-term development of these children. This study noted the discontinuity between Head Start and public school programs, and encouraged the development of efforts to eliminate the problem.

Hutinger et al (1981) reported that in 1979 State Board of Education of Illinois funded a large scale study at Western Illinois University, to determine the status of Illinois preschool handicapped programs. Three factors were studied: transition practices, parent involvement, and delivery strategies.

Findings of the study indicated that although the importance of effective transition was recognized and transition procedures were written into many programs, these were not followed in practice. The study pointed towards the procedures used in moving children from one program to another, and recommended strategies for insuring smooth transition. The importance of planning and implementing careful follow-up was also emphasized. Swartz (1980) also stressed on program continuity and the need for organized transition procedures for children from preschool handicapped programs to regular kindergarten. He further added that the abrupt change in service models alone might justify the need for such transition procedures.

A variety of factors affect the quality of transition practices. Therefore, it is of critical importance that the operating personnel from both the agencies assess the problems, solutions and procedures required to move young children to new program.

The results of the preschool handicapped programs in Illinois, (Hutinger and Swartz, 1980), which also included the responses of a group of nationally known experts in early childhood special education, pointed the following procedures and characteristics of effective transition.

1. The receiving teacher should make observational visits to early childhood program of the prospective students, prior to transition.

2. Opportunities for both formal and informal interaction between sending and receiving teachers are important for effective transition. (Mayfield, 1980, Nall, 1982).

3. Provision for both parent orientation and staff training needs to be included at the beginning of the transition year.

4. Competencies for entry into kindergarten and primary program need to be determined and the criteria should also focus on the needs of pre-school handicapped children.

5. Additional training and inservice needs to be included for both agency staff to understand the curriculum strategies and transitional procedures used in early childhood and kindergarten programs.

6. The sending teacher needs to be included in the follow-up procedures to provide pertinent information that can be used by the receiving teacher.

7. The procedures need to define roles and responsibilities of all involved to achieve a smooth transition.

There is consensus among Collins, (1983); Slaughter, (1982), Zigler and Berman, (1983); and Zigler and Lang, (1983) on such pivotal program variables as parent involvement in all areas of the program; training teachers through carefully designed and implemented educational curriculum, and monitoring of the program.

Similar efforts have been launched by many school systems. The process is considered vital for later school achievement and adjustment to formal schooling. Glickman et al. (1981) suggested ways to help teachers in preschool programs to enhance communication and cooperation with kindergarten teachers to facilitate the child's transition into formal education. Their objective was to study ways whereby schools and child-care centers might provide more continuity and consistency for the children and parents they

serve. The New Jersey Department of Education and Human Services Agency cooperated in planning activities through an inter-department capacity building project between 1979 and 1981. Through interviews, discussions, and workshops, educators in child care centers and elementary schools in Middlesex and Mamouth Counties met, shared concerns, and developed strategies to meet young children's needs more effectively. At the same time, a parallel project was underway to assist New Jersey Follow Through Program in forming better linkages with Head Start programs which many of these people had attended.

Describing the trends and issues of kindergarten education and positive changes brought about to bridge the gap between preschool and kindergarten practices, Nall (1982) reported a survey that was conducted in three county metropolitan area (Greater St. Louis) of kindergarten teachers. Of 387 teacher responses collected, 76% reported most frequent changes related to academic programming. As a result, a steering committee comprised of kindergarten teachers, preschool directors, and public school administrators was formed to provide leadership to bridge the gap between the St. Louis metropolitan area schools involved in this project. The results of this project were numerous and varied. Among the changes reported were: open communication among teachers, more instructional flexibility to pursue programming options for younger children, addressing parent concerns from both the agencies.

A survey of kindergarten and primary programs in Greater Victoria School District reported by Mayfield in 1980, indicated a relatively high percentage of agreement between kindergarten teachers and grade 1 teachers to coordinate between kindergarten and primary grade programs. The results further added that such coordination promotes a more effective transition for children from one level to another. One of the schools in the same school district developed an orientation program for children and their parents during the spring of kindergarten with follow up in September. The program was evaluated positively by parents, teachers, and district personnel.

The absence of communication between early childhood educators and kindergarten teachers and between kindergarten and primary teachers is widely documented; and the need to formalize a communication system is recognized by the research. Dittman (1979) pointed towards the lack of congruence between a child's previous and current learning. It was further emphasized by Hymes (1980), that lack of communication among preschool programs may cause each program to fall victim to a "teacher-managed, talky, passive curriculum approach unsuited to the ages of the children involved." In contrast, open communication among preschool, kindergarten, and primary teachers can lead to mutual professional respect and cooperation in developing complimentary curriculum suited to the differing developmental needs. (Elkind and Lyke, 1975).

The characteristics of both teacher training programs and the nature of inservice were of primary importance to the topic of transition.

Research has also indicated that inservice training and staff preparation are necessary for successful integration and transition (McDaniels, 1977; Nall, 1982). In the Illinois study's findings (1978), inservice time spent on transition was reported to be minimal. It was recommended that both receiving and sending personnel should be involved in the inservice and adequate time should be set aside for such information exchange to occur, if children are to make optimal adjustment.

Erikson (1976) identified the attitudes of both sending and receiving teachers as an important element in integrating handicapped children. He also emphasized the need for inservice prior to any transition process. Cooke (1977) identified teacher attitude as the single most reliable predictor of successful integration.

Parental involvement has been identified as critical. Heinieke (1976) demonstrated a relationship between the quality of parental functioning and the quality of child development. Springs (1976) found parents have unique advantages in working with their children well, opportunity to individualize instruction, and the availability of a broader learning environment. Programs that include parent involvement recognize that both parents and professionals

contribute uniquely to the progress of the child. (Enzer, 1976).

Shearer and Shearer (1977) identified different ways in which parents can be involved in the progress of their child.

1) Parents involved to help in public relations efforts were found to have positive effect on the program.

2) Parents productively involved and trained in specific roles have effectively strengthened the program services.

3) Parents trained appropriately to teach their children, have consistently proven to be effective (Hendrickson and Hester, 1977).

4) Parents involved as evaluators and record keepers have been found to be effective.

5) Parents involved as assessor of skills have been found successful, and have facilitated continuity of home training.

6) Parents of handicapped children involved in helping their own child have been found to be an effective support.

Parents can do many things at home to help their children succeed in school. Unfortunately, recent evidence indicates that many parents are doing much less than they might. Research on both gifted and disadvantaged children shows that home efforts can greatly improve student achievement. Parents can help their children through their daily conversations, household routines, attention to school matters, and staying aware of their children's progress at school. (Gray, S.T., 1984; Walberg, H.J., 1984; Walberg, H.J., 1984).

Review of program developed by various school systems indicates that training parents to work with their child can increase their interest and lead them to greater understanding of the child's abilities. A parent guide developed by Waukesha public schools for preschool children, provides suggested way for parents to prepare their children for academic success before normal schooling begins. The guide includes developmental activities for parents to practice at home in nine areas. Schmit (1986) also reported about the Mascoutah program in Illinois where parents spend 90 minutes each week observing their at-risk preschoolers engaged during learning activity time, and work with them through planned activities at home. With training and guidance provided by the teacher, parents are encouraged to assume an active role in the education of their children and to enter into a real partnership with the school. According to him, the program is a prime example of what can be accomplished with at-risk students in very cost effective manner when schools and parents become partners. Importance of parents in the transition process also has been considered vital by members of the Illinois National Panel on Transition.

A report on a workshop in Wisconsin for administrative personnel from school districts and Head Start programs (1984) cited recommended strategies to involve parents in the process of transitioning. The strategies included:

1) Developing survival manual based on identified needed skills.

2) Arranging visits by parents to kindergarten classroom prior to enrollment, and meetings with the teachers.

3) Including parents in transition conference.

4) Helping parents in understanding the school procedures, policies and their legal rights, etc.

5) Helping parents to understand the need to provide emotional support during transition process.

Guidelines have been developed by the Oregon Department of Education (1976) for the four-year-olds in pre-kindergarten public school programs. The program emphasized helping teachers work with parents at home and at school to form an effective team in building a child's self concept, self confidence and communication skills. Each curriculum area is described in terms of goals and activities designed to help children master skills applicable in both school and home settings.

The results of the consortium's study indicate lasting gains of preschool intervention in four areas: school competence, developed abilities, children's attitudes and impact on the family. The findings on the family impact indicated that mothers whose children had participated in preschool reported being more satisfied with their children's school performance. In addition, mothers of former preschool children had higher aspiration for their children's occupational success later in life. Extensive parent involvement in all areas of the program and teacher

training through carefully developed curriculum were among the suggestions provided in a study by Collins (1984).

The review of the related literature provides ample evidence that planned transition procedures do help children adjust better in formal school structure. The literature also indicated that various public school systems as well as the state education agencies have recognized the need and have developed suitable programmatic options to facilitate the transition of preschool age children to the school system. These programs have emphasized the need to train parents, develop linkage with agencies, and provide curriculum to facilitate the entry to the public school system.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The overall goals of the practicum were: (a) to prepare Head Start children for transition to public school programming, (b) to train parents to actively assist the student in the transition, and (c) to promote cooperation and coordination between Head Start and public school districts in order to effectively produce congruence between the two educational systems.

Behavioral Expectations

The following specific objectives were projected for this practicum:

1. The interagency task force would develop a Kindergarten prerequisite skills checklist to be used in assessing Kindergarten entry skills in target students, based on the outside evaluator's recommendation. (See Appendix Q)
2. Twelve teachers and teacher assistants would administer and record prerequisite skills in four developmental categories after workshop training, as demonstrated by expected increases between pre- and post-assessment scores on each target child.
3. The twelve targeted teachers and teacher assistants would develop home strategies on each child to be practiced

during the summer based on the information recorded on the post checklist assessment. (See Appendix P)

4. Twelve targeted teachers and teacher assistants and six Kindergarten teachers would cross site visit with 60 percent success as indicated by the Teacher Attendance Record. (See Appendix H)

5. As a result of participating in the practicum, 12 targeted teachers and teacher assistants and 6 Kindergarten teachers would increase the cross knowledge base of each agency's program, reflected by 3 out of 5 responses marked as strongly agree on the Teacher Response Questionnaire. (See Appendix G).

6. As a result of participating in the practicum, 60 of the 100 target parents would participate in two training workshops, as indicated by the Parent Training Attendance Record. (See Appendix E)

7. One hundred target parents would participate in implementing the transition activities at home, after two initial training workshops with 80 percent success as indicated by the Parent Training Response Form. (See Appendix D)

Evaluation Instruments

In the process of developing systematic procedures for effective transition of the Head Start children, and to establish the need to collaborate with the school system, several evaluative instruments were developed to obtain

information on the effectiveness of the transition procedures.

The Evaluation Instruments Used Were As Follows:

1. Parent Training Attendance Record: The attendance record was utilized to document parent attendance during the two parent training workshops. The record also indicated the persons participating in the training. The attendance record was also used to compare the difference in parent attendance between the two trainings. (See Appendix E)

2. Teacher Attendance Record: Was used to document staff attendance during cross site visitation of the two agency staffs. Additionally, the record indicated the cooperation of the school districts to relieve their staff to visit the target agency. The attendance records were used to view the possible increase in the number of Kindergarten teachers participating during the cross site visitation phase of the practicum. (See Appendix I)

3. Parent Training Response Form: The response form was developed and distributed to parents at the end of each parent training workshop for feedback on the effectiveness of the training provided. (See Appendix D)

4. Teachers Response Questionnaire: The questionnaire was developed and used to collect teacher responses in measuring the effectiveness of the cross visitation of the two systems' personnel in order to enhance the cross knowledge-base of each agency's program.

In addition, their responses were also noted to make additions to the transition process. (Appendix G)

5. Kindergarten Prerequisite Skills Checklist (KPS): An interagency task force was formulated, and it served as a catalyst for the development of the KPS Checklist. Initially, after reviewing various resources and sample checklists, a list was compiled in four developmental areas -- (cognitive, social/emotional, physical and self help). This list was sent to over 100 Kindergarten teachers in the target school districts, requesting their input in indicating most essential skills needed for Kindergarten. The responses were compiled to be utilized as a resource by the task force committee in the development of the checklist. Additionally, each participating school district was also requested to share their expected entry requirements for Kindergarten. After incorporating various resources and revisions, a generic checklist was developed. The skills and behaviors listed in the checklist were used as a significant indicator in assessing Kindergarten prerequisite skills in target children:

Prior to the administration of the checklist into the target classrooms, two independent evaluators -- experts in the field of early childhood education -- were contacted to evaluate the checklist for its developmentally appropriate contents. The evaluators were asked to make written recommendations for its use with the target students preparing for Kindergarten.

The target classroom staff was provided training in administering the checklist. The pre- and post-assessment of the target students was completed between February and May 1988. The expected increase between the pre- and post-scores on each child was used to develop specific activities in the target classrooms. Additionally, the observation of the post score of each child was also used in the development of Home Strategies for parents to work on during the summer. (See Appendix F)

6. Teacher Evaluation Form of the KPS Checklist: The Teacher Evaluation Form was developed and completed by the 12 participating targeted teachers and teacher assistants during the staff orientation inservice. The inservice was specifically planned to introduce the KPS Checklist and its administration into the targeted classrooms. The staff's responses were recorded in assessing the effectiveness of the checklist in observing readiness skills in the target children during the pre-post assessment period. (See Appendix N)

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

After reviewing the literature concerning the transition of young children to public schools, the need for planned procedures and the involvement of parents and teachers in the process, the writer discovered a number of possible solutions. The solutions strategies were examined in terms of implementation time, program setting - in which the solutions were tried, the target population, and cost factors involved.

Pre-kindergarten public school programs for four-year-olds, presented by Oregon Department of Education, (1976) emphasized helping teachers and parents at school and at home to form an effective team in building a child's self concept. Each curriculum area was described in terms of goals and activities designed to help children master skills applicable in both school and home settings. The scope of the curriculum was broad so that children could be helped in many areas of skills development. Guidelines for program implementation also dealt with teacher qualification, classroom setting and daily schedule to help the children. The strategies were focused on team effort to help the children.

Similarly the Waukesha Public School in Wisconsin, (1975) developed a "Four-To-Get-Ready, Five-To-Go Parent Guide for Preschool Children" that provides ways in which

parents can prepare their children for academic success before formal schooling begins. Parent involvement was considered to be vital in preparing children for school success.

A report prepared by the Teacher Education and Professional Standards Commission of Ohio Education Association (1976) also included aspects of prekindergarten programs. The guidelines include various aspects of preparatory skills necessary for later school achievement. Special attention was given to their age and abilities and the curricula activities that promote the development of skills. Some of the subjects include in the guide-lines were: Prekindergarten teacher education and responsibility, role of the principal and other school professionals, developing rapport with children and promoting positive adult-child interaction, orientation to school, planned activity time, and appropriate curriculum activities.

The information based on preliminary data analysis of the Project Development Continuity (PDC) (1980) stressed the need to devote time toward fostering better linkage between Head Start and the public school. The project results indicated that the Head Start parents whose children were enrolled in this follow-up program appeared more actively involved later in their children's school lives, than the control group parents.

The project also emphasized on sharing information by sponsoring joint staff inservices for both the agency

personnel. Such joint collaborative efforts would be helpful for Head Start teachers in learning to help parents with school registration and other procedures. The inservice information could also help elementary school teachers with Head Start philosophy of parent involvement and its comprehensive nature of programming. Finally, the information would provide an ideal setting for Head Start and public school teachers to pool experiences on the mainstreaming of the handicapped and at-risk children.

To strengthen contacts between Head Start parents and the public schools, a School-Home Project developed by Bronfenbrenner, Cochran and Cross (1980) as a part of ecological study in Syracuse, emphasized the development of School-Home Task Force to improve the exchange of information between the school and the home. The objective was to examine the schools available in various neighborhoods to review the existing agencies in the community working with schools and parents around school issues and to distribute fact sheets to all eligible families whose children were entering school. With the cooperation of the schools, each participating family was given advance information regarding school registration and expected skills required for school entry. In addition, the parent teacher meeting was encouraged prior to school entry. Finally, the School-Home Task Force solicited information from school personnel on ways in which parents could help their children to adapt and learn in school.

Campbell and Sims (1986) also provided guidelines for developing transitional and other collaborative activities between Head Start and local educational agencies.

The guide included the following suggestions:

1) An outline for developing a transitional plan.
2) A development of a transitional plan through local transitional committee meetings.
3) A suggested transitional activities and procedures to be incorporated in transitional plan.
4) A transitional Skills Checklist.
5) An information fact sheet for parents to facilitate the transition process.

The Training Guide consisted of step-by-step information for the transition process. The information and suggestions provided in the guide can be adopted to any program setting without much difficulty.

Nall (1982) reported a survey that was conducted in three county metropolitan area (Greater St. Louis) of kindergarten teachers. Of 387 responses collected, 76% reported that most frequent changes related to academic programming. As a result, a steering committee comprising of kindergarten teachers, preschool directors, and public school administrators was formed to provide leadership to bridge the gap between the St. Louis metropolitan area schools involved in the project. The projected results were numerous and varied. A strong emphasis was placed on open communication among teachers, more instructional flexibility

to pursue programming options for younger children and addressing parent concerns from both the agencies, etc.

A guide for "Easing the Transition from Preschool to Kindergarten" was developed by U.S. Department of Health and Human Services (1986) to provide vital information and suggestions to develop a locally designed option to help Head Start children make smooth transition to kindergarten. Among the solution strategies given, the following closely apply to the target program structure:

1. The identification of common characteristics of preschool and kindergarten children.
2. The development of developmentally appropriate curricula program.
3. The highlighting of similarities and differences between preschool and elementary school system.
4. The organization of ongoing communication between preschool and kindergarten staff.
5. The development of transition activities for preschool children for the classroom.
6. The planning of transition activity in kindergarten classroom.
7. The involvement of parents in the process of transition. Suggestions for preschool as well as kindergarten staff.

Gilkman and Hill (1981) reported on the collaborative effort launched by the New Jersey Department of Education

and Human Services agency. The objective was to find variable solution whereby schools and child care agencies in collaboration would provide more continuity and consistency for the children and parents they served. The educators in child care centers and elementary schools of Middlesex and Manmouth Counties met and, through interviews, discussions, and joint workshops shared and developed strategies to effectively meet the need of young children entering public school. At the same time, a parallel project was underway to assist New Jersey follow-through program in forming a better linkage with Head Start programs. The solution emphasized joint workshops and shared goals to facilitate the process of transition.

Solutions Selected

The intended solutions have been developed encompassing various successful approaches and strategies that were used by various programs.

The solutions selected provide strategies to initiate and follow through the transition of young children to public school system and to maintain continuity through later school years.

In addition, the available literature focuses on the collaboration of preschool and public schools to plan strategies to help parents in learning ways to facilitate transition of their children to public school. The solutions devised by various programs also provided

supporting evidence that teachers from both the agencies can offer a consistent, stable environment and support at a time when children are experiencing so many changes that they did not know if or where they could feel protected and safe.

The solution selected by the writer was an attempt to integrate the important features found in the literature that would be particularly beneficial and adaptable to the local community setting and the target program's needs.

The chosen solution strategies for this project were implementable and met the program objectives. The reasons described below explain the appropriateness of the selected solution strategies. The strategies focused on three main objectives of the project.

Description of Selected Solutions

1. To train selected Head Start staff to identify transition needs of Head Start graduates, and to work cooperatively with the parents to address these needs by providing preparatory activities to the children.

An interagency Task Force Committee was formed. In the absence of an already established Task Force between preschool programs and school system, the writer felt the need to organize a formal Task Force Committee to initiate the interagency dialogue to facilitate the transition of Head Start children to public school.

The following strategies were implemented to meet the project objectives:

- Formation and selection of any interagency Task Force Committee.
- Organization of Transition Orientation Meeting with Task Force Committee members.
- Discussion and evaluation of public school entry skills expectations with committee members.
- Development of kindergarten entry skills checklist and implementation strategies.
- Evaluation and addition of suggestions given by an outside evaluator for its contents.
- Development of training and guidelines for implementation of checklist in the Head Start classroom with participating teachers and teacher assistants.
- Completion of strategies and suggested Home Activities for parents to review with their children during the summer.

2. To foster mutual awareness and understanding of Head Start and public school elementary programming through an information sharing and site visitation system.

- Development of selection criteria and recruitment of 6 school districts to take part in the transition process.
- Confirmation and written notification to the participating school districts.

- Organization of an orientation to transition project for participating schools and explanation of goals and rationale of the project.
- Arrangement of substitutes to relieve both agency staff during cross site visitation.
- Formulation of scheduled site visitation of both agency staff.
- Written confirmation of scheduled site visits to both agency staff.
- Observation, and completion of cross visitation questionnaire and response form by both agency staff.

3. To train up to 100 parents to learn strategies to review and follow transitional home activities with their children during summer.

- Completion of Parent Transition Questionnaire by six participation classroom parents. (See Appendix B)
- Written confirmation of dates, time and place for two training sessions for the parents. (See Appendix K)
- Implementation of the training and completion of the Parent Training Response Form and Attendance Record. (See Appendix D)
- Scheduling of end-of-the-year teacher- parent conference and distribution of Home Activity guide to the parents.
- Scheduling of parent telephone follow-up conference and home visit during the summer with each parent.

All the solution strategies listed above for the implementing project were tried. The follow the expected

program procedures to introduce and seek approval for any new project that has been designed in our program.
The writer felt that a combination of strategies was needed to facilitate the transition of Head Start children to a public school.

The writer worked closely with the classroom teacher and the teacher-aide in the implementation of checklist and incorporation of kindergarten readiness skills in the classroom.

The teacher and the aide attended all the project related activities. Additionally the writer worked with parents, school district personnel, child care supervisors, program personnel in implementation of the strategies planned for the practicum.

For the practicum strategies to be implemented it was critically important that all parties involved interacted together. Once communication channels were established and project rationale and expected tasks were understood by the staff involved, implementation of the practicum proceeded smoothly.

Report of Action Taken

August - September:

During the pre-service, a general announcement was made to the program staff regarding the transition project, by the director of the program. Later, the staff was briefed on the project and Teacher Assessment Forms were distributed by the writer. The Head Start Teacher Assessment Form

entailed recording of staff responses on the usefulness of transition procedures and the KPS checklist to help the transition of Target children to public school. The writer was assisted by the supervisory staff in interviewing and recording the staff responses during their regular site visits.

As a part of the initial contact-establishing step with the school districts, an introductory letter and survey questionnaire was mailed earlier in the summer. Of the 23 school districts served by the Target Program, 16 school districts responded positively to the survey questionnaire. (See Appendix C)

A letter inviting all the interested school districts to attend the Transition Project Orientation meeting was mailed. A copy of the Transition Objectives was attached with the letter of invitation. The school districts were requested to name a contact person who would then serve as a liaison between the two agencies. (See Appendix L)

The letter was followed by phone calls to the contact persons to clarify or answer any questions regarding the project.

A final reminder to confirm the orientation meeting was sent to the agencies prior to the meeting.

The final preparation for the meeting included:

(a) Two exploratory meetings at two different times, with a School District Federal Coordinator and two

Intermediate Unit Preschool/Special Education specialists.

The purpose of these meetings was to discuss the project and seek guidance regarding techniques to successfully implement project activities.

The Federal Coordinator form the school district showed keen interest in the project and offered ongoing support for the project. The two Intermediate Unit preschool specialists had developed transition programs with high risk population, including various school districts. The information shared during these meetings provided valuable guidance in planning and developing the agenda for the Transition Project Orientation meeting.

Sixteen school districts responded positively to the Needs Assessment Survey. All interested school districts received a copy of the brief narrative and an invitation to the Transition Project orientation meeting.

The Transition Project orientation meeting was held on September 28, 1987 form 9:00 a.m. to 3:00 p.m. Representatives from twelve school districts attended the meeting. A total of thirty-five teachers, principals, directors, reading specialists, supervisors, and administrative staff from the Target Agency and various school districts were present.

The agenda included:

- A welcome speech by the Executive Director of the Intermediate Unit.

- An overview of the target program by the Director of Head Start Program.
- Panel discussion about the transitioning high risk children in public school.
- Overview of the transition project by the writer.

The feedback from the participants of the Transition Orientation meeting was encouraging and supportive. During the meeting, each participant was given an information folder, which contained: meeting agenda, a copy of NAEYC position paper, "Developmentally Appropriate Programming," a brief summary of the transition project, a written confirmation sign-sheet for the participating school district, and an evaluation form.

Each school district was contacted to ascertain their interest in participating in the Transition Project. A follow-up reminder was sent requesting written confirmation by the interested school districts. (See Appendix J)

October,November, 1987:

Thirteen school districts showed interest to participate in the Transition Project. Six Head Start classrooms representing main program operation sites were selected for the practicum.

The final selection of the target classrooms included:

(a) written permission of the participating school district;

(b) representation of the main operational areas of the Head Start program; and

(c) willingness of the targeted classroom staff.

The response from the school districts to send their representatives to participate in the Task Force Committee was positive. The first Task Force meeting was held on October 23. Six school district representatives participated in the meeting. Three of them sent the kindergarten teachers along with other supervisory staff to attend the meeting. From the target agency, four teachers and two supervisory personnel attended the meeting. The Task Force Committee agenda included:

1. Review of the educational status of the Target children in light of the existing School District expectations and requirements.
2. Examination of Kindergarten entry-level criteria and screening tools.
3. Identification of gaps and recommendations for ways to strengthen each child.
4. Developing a set of expectancies that are academically, socially and emotionally appropriate for the child entering Kindergarten.

The overall objective of the Task Force Committee was to discuss and evaluate the developmentally appropriate kindergarten entry skills list for graduating four and five year old Head Start children and to suggest a list of activities to be incorporated in the participating classrooms.

During the October education supervisory staff meeting, plans and strategies to implement the Transition project were discussed. Following aspects regarding the project were outlined:

(a) Developing sample classroom activities to incorporate the kindergarten entry skills in the Head Start classroom;

(b) Scheduling dates for target classroom staff training, and implementation of KPS checklist. Also, specifics on recording pre and post responses for each child;

(c) Planning parent training workshops;

(d) Drafting a letter to inform the Head Start parents and the staff regarding the final selection of the participating sites for the Transition Projects.

To insure program wide participation and representation of all persons concerned, a staff development committee (SDC) was formed. It consisted of classroom teachers, home visitors, and education supervisory staff. The local staff included in the committee were those who wanted to actively participate in various phases of the project implementation.

The writer established a Task Force committee in October 1986. Six participating school districts agreed to send representatives of the Task Force Committee meetings. The Task Force consisted of twenty members which included kindergarten and Head Start teachers, administrators, specialists, and parents. (See Appendix K)

The overall intent of the Task Force Committee was to discuss, evaluate, and develop an age appropriate kindergarten prerequisite skills checklist for graduating four- and five-year old Head Start children. Four Task Force meetings were held between October, 1987 and January, 1988. Initial the first Task Force Committee meeting was held for 3 hours on November 6, 1987. The committee spent much time drafting, reviewing, and adapting the Kindergarten Prerequisite Skills Checklist.

Many steps were taken to ensure that the checklist was developmentally accurate and contained useful information. The process began with a list of age appropriate skills, drawn up by the writer. This list was then reviewed by over 100 kindergarten teachers in Allegheny County. These teachers were sent a survey and asked to indicate the degree of mastery needed for each skill prior to kindergarten entry. The responses received from the kindergarten teachers were reviewed and the suggested entry skills were used to develop a working draft list for the Task Force Committee. Statistical tabulation was not done due to omissions noted at the time of review; however, the information proved to be very valuable in the development of the initial draft checklist.

The Task Force Committee developed two additional drafts of the checklist. The drafts were redistributed to participating kindergarten teachers for their comments. These comments and suggestions were then discussed by the

committee to arrive at a final draft. This final draft of the Kindergarten Prerequisite Skills Checklist was reviewed by the outside evaluator. The evaluator's suggestions were implemented and a final checklist was written and endorsed by the Task Force Committee. (See Appendix D)

In addition, Parent Transition Questionnaire was distributed to three Target classroom parents. Telephone interviews for recording the responses of remaining three classroom parents were planned. The computerized class list of the classrooms and the telephone numbers were secured. A scheduled block of time was allotted and the targeted parents were interviewed on the phone by the writer.

December:

The Task Force Committee continued its meetings in December to finalize the checklist. These meetings were held on December 6 and 14, for three hours each. Several different activities occurred during the time.

The SDC Committee met and finalized the plans for parent training workshops.

Update on the telephone interviews to record parent responses took extended time due to unavailability of the parents. The writer experienced several problems, such as telephones having been disconnected, wrong telephone numbers, relocation of parents, etc. The parent Transition Questionnaire distributed during the monthly parent meetings were collected. The three Parent Involvement Specialists

from the Social Service Component of the program assisted in distribution and collection of these questionnaires.

January 1988:

The Task Force Committee approved the final draft and the format of the checklist. The committee meetings proved to be valuable in many ways. The discussions that took place were crucial to the development of the checklist. Each skill on the checklist was scrutinized to assure that the checklist was developmentally appropriate and reflected the expectations of kindergarten teachers. The Task Force meetings also provided an excellent avenue for Head Start and school district personnel to strengthen communication, to become more aware of each others' programs, and to establish a successful transitional experience for Head Start children.

Copies of the checklist were sent to the participating school districts and the members of the Task Force Committee in 3rd week of January. (See Appendix G)

The training of target classroom staff to administer the checklist was planned.

A target staff Transitional Orientation was held on January 22, 1988. Twelve teachers and aides from the participating classrooms attended this meeting. The primary purpose of this meeting was to thoroughly explain the Transition Project, the content of the checklist, and directions for its use. (See Appendix O)

Staff reaction to the project was very positive. They were asked to plan activities and write sample lesson plans to encourage the development of the skills contained in the checklist.

They were also asked to complete the Evaluation Form to assess the effectiveness of the checklist in observing readiness skills in children. the target staff agreed that the skills on the checklist were appropriate and could easily be incorporated into the daily schedule of children. The pre assessment and the post assessment dates were finalized. The implementation of the checklist during pre and post assessment periods was monitored. The participating staff was provided assistance in incorporating readiness activities in the target classrooms. The implementation of the checklist lasted through May, 1988.

February:

A letter was sent informing the 132 parents from the six targeted classrooms about the two parent training workshops, scheduled for the months of March and April. The preparations for parent training workshops took place during this time, and when finalized, the date and place for the training sessions was communicated to these parents. The workshops were held in the local classrooms, to provide easy access to the parents.

The writer discussed the parent training workshops with the Central Parent Policy Counsel of the Head Start. The parents representing all Head Start sites were requested to

encourage the local parents to make every effort to attend the parent training.

March:

The cross-site visitation component of the program activities proceeded as planned. The kindergarten teachers from the participating school districts had been scheduled to visit the Head Start classrooms in their area for one day during the month of March. Head Start teachers visited the kindergarten programs between April 15 and May 15. The purpose of these visits was to establish communication between the Head Start and kindergarten teachers and to foster mutual awareness and understanding of Head Start and public school elementary programming. This increase in communication and mutual awareness would enable teachers to promote consistency in programming and to assist Head Start children and their parents with their transition to a kindergarten program.

The participating school districts were very responsive to the site-visitation component of the program. All school districts had assigned at least one teacher to visit Head Start classes and most districts had sent more than one teacher. During their visits to the Head Start program, the kindergarten teachers were given an overview of the classroom environment and what the children would be exposed to in the public school kindergarten.

The Head Start and public school kindergarten teachers were asked to complete two questionnaires during their

visits. These questionnaires were specific as to the usefulness of the activity, the information obtained during the visits, and how it would be applied to their respective classrooms. Their responses would be summarized and evaluated for future program planning. (See Appendix H)

The scheduled first parent training session was held at six different classroom locations from March 23 through 30th. Each workshop session lasted three hours.

The school district representative from each area was invited to address the parents and to provide pertinent information to them. The focus of the two training sessions was to make the parents aware of the process of transition and of their role in that process. The parents were provided with several hands-on activities to give them an understanding of the basic principles of child development and different methods to work with young children. The training also focused on helping parents to learn skills to practice kindergarten readiness activities with their children. The content of the training included: What is transition; understanding children and the process of learning; "How to" skills; and implementation of home activities. (See Appendix P)

April:

The second parent training was conducted from April 6th through 20th. During each session the parents were asked to complete the attendance record and the Parent Response Form. Many ways were used to encourage parents to attend the

training, reminders and they were: written reminders; posting of parent training signs; individual reminders by teachers; and encouragement through local parent representatives.

The attendance of parents at these workshops was considered very critical for the effectiveness of the transition process. Helping the parents to take an active role in working with these children formed an important aspect of the transition project.

The visitation of Head Start teachers to assigned kindergarten sites began as planned. Most of the visits scheduled were completed but a few extended into the month of May due to scheduling problems.

The monitoring of the target classrooms activities continued. Suggested home activities were prepared and distributed by the teachers during the end-of-the-year conference with the parents. The kindergarten readiness skills observed during the post assessment period were compiled on each child and the suggested home activities were given to the parent for practice during summer.

The staff was assisted and monitored in the completion of the post assessment of the KPS checklist on each child. This was the final month of the implementation of the project. The assessment was completed within the first two weeks of May.

The parent conference preparation time was allotted and the format was discussed with the staff.

The parent conferences were monitored randomly and feedback was provided. (See Appendix P)

Calender Plan of Implementation

The following plan was used for developing, implementing and evaluating the practicum project.

1987

June - July:

Submit outline to reviewer.

Seek approval of the outline.

Continue review of literature.

Meet with the supervisory staff to discuss the plans.

Develop Evaluation Instruments.

Prepare proposal.

Submit proposal.

Distribute need assessment survey.

August:

Seek approval of proposal.

Seek permission to implement.

Meet with the team to discuss final plans.

Meeting with Intermediate Unit Specialist and Federal Coordinator to discuss plans for orientation.

Distribute Transition Orientation letters.

Inform program staff during pre-service about the transition project.

September:

Formation of and meeting with, program development committee.

Orientation meeting with school district concerning the project.

Meeting with education staff concerning planning project activities.

Send teacher survey to participating schools.

Send confirmation of selection of Task Force.

Schedule orientation meeting with Task Force Committee.

October:

Conduct first Task Force Committee meeting.

Select target Head Start classrooms.

Identify participating Head Start parents.

Distribute parent Transition Questionnaire.

Schedule telephone interviews with parents.

Inform target classroom staff concerning their selection for the project.

November:

Meet with Task Force committee concerning KPS checklist.

Prepare for the committee meetings.

Distribute parent Transition Questionnaire to the targeted classroom parents.

Continue telephone interviews with target parents.

Compile and distribute draft skills list for review and feedback.

December:

Meet with Task Force Committee concerning final approval of the KPS checklist.

Meet with SDC Committee to finalize the plans for parent training workshops.

Continue telephone interviews with target parents.

Select outside evaluator concerning evaluation of KPS Checklist.

Seek approval of the Board to appoint the outside evaluator.

Send final copy of KPS Checklist to the evaluator with specification.

Contact graphic department concerning KPS Checklist format.

January:

Distribute KPS Checklist to participating school districts and committee members.

Plan and prepare target classroom staff training concerning KPS Checklist.

Conduct orientation training with target classroom staff concerning administration of KPS Checklist and recording.

February:

Send parent training information to the targeted parents.

Meet with staff development committee concerning final plans for parent training workshops.

Arrange local sites for parent training workshops.

Confirm training sites with school officials and housing unit managers.

Monitor administration of the KPS Checklist in the target classrooms.

Meet with the Head Start Central Policy Counsel parents concerning encouraging local parents to attend the parent training.

March:

Schedule cross-site visitation of kindergarten teachers to Head Start classrooms.

Send confirmation letters to the visiting kindergarten teachers.

Send cross visitation schedules to targeted Head Start teachers.

Prepare for parent training workshop

Conduct first parent training workshop.

April:

Conduct second parent training workshop.

Monitor and assist target classroom on implementing transition activities.

Schedules Head Start staff visitation to kindergarten classrooms.

Meet with target staff concerning end of the year parent conference on transition activities.

Meet with staff concerning completion of post assessment of KPS Checklist scores on each child.

This is the end of the implementation period.

May:

Receive and compile all data.

Seek advisement from the practicum advisor.

June:

Write practicum report.

Complete report and mail to reviewer.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

As stated in Chapter III, this practicum was designed (a) to prepare target children for transition to public school programming, (b) to train parents to actively assist the student in the transition, and (c) to promote cooperation and coordination between the target program and the school districts in order to effectively create congruence between the two educational systems. Following are the results of the practicum by each stated objective.

Objective I

As a result of participating in this project, the formation of the Task Force Committee and the development of the Kindergarten Prerequisite Skills Checklist was successfully completed. The objective was fulfilled.

The task of developing the checklist, with the involvement of interagency personnel was one of the major objectives of this practicum. The evaluative recommendations provided the usage in the classroom of the checklist for assessing and developing classroom activities for target children.

Additionally, 79 percent of the staff responses received on the Teacher Evaluation Form also indicated strong agreement of the effectiveness of the KPS Checklist in assessing prerequisite skills of the target children. (See Appendix N)

Objective II

As a result of participating in the training workshop, the twelve target teachers and teacher assistants administered and recorded pre- and post-assessment scores on each target child in four developmental categories.

The differences in increased performance of Kindergarten children's preparatory skills was assessed by a comparative analysis of pre- and post-assessment scores on each child.

The practicum figures are presented in Table 3. These figures reflect the pre- and post-assessment scores taken during the last three months of the 1988 school year.

TABLE 3

A COMPARISON OF THE PRE-ASSESSMENT AND POST-ASSESSMENT FIGURES

This table documents the total pre-assessment and post-assessment figures in four categories as well as the increased difference statistic.

DEVELOPMENTAL CATEGORIES	TARGET CLASSROOMS 001	002	003	004	005	006	TOTAL SCORES
1. Cognitive							
Pre-Assessment	375	178	360	402	333	330	1978
Post-Assessment	445	282	304	535	322	328	2225
			% Increased Difference				9%
2. Social/Emotional							
Pre-Assessment	335	147	305	277	214	194	1565
Post-Assessment	242	222	275	449	299	239	1726
			% Increased Difference				7%
3. Physical							
Pre-Assessment	198	99	183	214	192	161	1047
Post-Assessment	231	166	195	343	216	173	1324
			% Increased Difference				17%
4. Self-Help							
Pre-Assessment	213	78	199	194	159	166	1009
Post-Assessment	240	158	181	285	197	181	1242
			% Increased Difference				19%

The post-assessment figures on the chart depict a small increase in the skills of the children, within the four developmental categories, in the six target classrooms. The percentage increase, although quantitatively not significant, does reflect the qualitative value of using the checklist. Further, it reveals that the checklist can be used to observe children and screen their current skills in the given categories. Additionally, the information recorded on the checklist can be utilized to develop appropriate preparatory activities for the classroom and strategies for the parents to use at home.

The writer, during the monitoring phase of the assessment process, also noted that the target staff was able to focus better on each individual child when planning specific activities. The information on the checklist would also be shared with the public school teacher to provide a profile of skills on each target child at the time of entering Kindergarten. The intent is that Kindergarten teachers would be able to use the information to understand the current readiness level of the target children and plan accordingly.

Objective III

As expected in Objective III, the twelve target teachers and teacher assistants developed home strategies based on the information recorded on the checklist for each target child.

The Kindergarten Readiness Skills Review Form was used to list the skills needing additional practice using the suggested activities, during the summer. The home strategies and the profile of skills developed on each target child were distributed during the end of the year home visit conference with the parent. (See Appendix M)

Objective IV

As a result of participating in this project, 60 of the 100 parents of the targeted students attended two training workshops. The objective was completed.

Table 4 provides the summary of the target parents' attendance in the two training workshops.

TABLE 4

PARENT TRAINING ATTENDANCE SUMMARY

No. of Classrooms	Expected No. of Parents	Training I Workshop	Training II Workshop
001	26	19	17
002	18	14	11
003	15	10	09
004	15	09	08
005	12	12	07
006	14	13	11
Total	100	77	63

These figures show that 70 percent of parents actively participated in the two training workshops.

The participation in the two training workshops was of utmost importance for the target parents. The success of this project heavily relied on the parents attending the two trainings, as well as learning the skills in utilizing suggested guidelines to practice entry skills with the target children.

Fourteen fewer parents attended the second training workshop in comparison to the first training workshop. There were many factors affecting the parents' attendance: Four parents were unable to take time off from work; two were unable because of pregnancy; and six had prior commitments and conflict of dates.

Additionally, the writer learned in discussing with the teachers and the Parent Involvement Specialists, that within these target areas there is a similarity between the lack of parent attendance at these training workshops and other parent meetings organized by the program.

Objective V

As a result of the responses received at the end of the two training workshops, the target parents were in 93 percent agreement with the overall contents and the usefulness of the training provided in preparing the children for transition to Kindergarten. The objective was successfully completed. (See Appendix R)

The Question 8 on the Parent Response Form was specifically included to record parent's comments regarding the use of ideas and techniques presented during the workshops. A specific response pattern was noted by the writer. Among the most frequently appeared parent responses were: making children aware of expected change in the Kindergarten; taking time to work with the children; placing emphasis on reading to the children; and taking children on field trips and talking to them.

The training objective was fulfilled.

Objective VI

As a result of interagency participation, 18 Kindergarten teachers and 12 target teachers and assistants completed the cross site visitation with 100 percent success. Objective six was successfully completed.

Table 5 on Page 69 depicts the summary of both agency participants on cross site visitations.

TABLE 5

CROSS SITE VISITATION SUMMARY TABLE

Kindergarten Teacher	Head Start Classrooms	Head Start Staff	Kindergarten Classrooms
2	1	2	1
8	1	2	1
3	1	2	1
1	1	2	1
1	1	2	1
3	1	2	1

These figures show that 18 Kindergarten teachers and 12 Head Start staff participated in the cross site visits.

As indicated in Table 5, the number of Kindergarten teachers visiting the target classrooms exceeded the estimated number of visitations. Twelve additional Kindergarten teachers were sent to visit the target sites, clearly indicating increased support and cooperation of the participating school districts.

Objective VII

As a result of participating in the project, 60 percent (3 of 5) of the interagency staff responses received after the completion of the cross site visitations, indicated strong agreement in developing increased cross knowledge base of each agency's program. The objective was completed.

The overall percentage responses on the Strongly Agreed column revealed that 71 percent target teachers and 62 percent Kindergarten teachers indicated increases in the knowledge base of each agency's program. The majority of responses received by the two agency staffs fall under the category of "Strongly Agreed" to "Agree" categories. The responses on the "Not Sure" and "Do Not Agree" categories were found not significant to report. (See Appendix Q)

Further, it was noted that the responses on the "transition of children to public school" question showed "Strong Agreement" from both agency staffs on: Continuation of once a year multi-site visitation; sharing of curriculum expectations; involvement of Head Start teacher during Kindergarten admission; sharing of pertinent information/

records with public school teacher; and development of strategies to continue parent involvement. Remaining questions showed no significant patterns.

Conclusions

A summary of the results of the practicum indicates all objectives have been successfully completed. With the result of public schools' involvement and participation, the Kindergarten teachers were able to cross site visit the target classrooms to establish contacts with the prospective students and develop awareness of the target program. The cooperation between the agencies provided a forum to work on common goals and test procedures in relation to transitioning of young children to Kindergarten. The mutual site visitation also provided open exchange of information sharing between sending and receiving teachers. The writer believes that this contributed to the openness of the agency personnel and to the clearly supportive relationships which persisted throughout the practicum.

The personal contacts and staff support proved to be a motivating factor in encouraging target parents to become more involved in the classroom program and the workshop sessions. The workshops, which were assessed by the parents as being successful experiences, helped them in acquiring skills that significantly contributed to the educational process of their children. The procedures also provided parents with strategies to work with their children.

The teacher's group met the criteria in implementing the KPS Checklist in their classrooms and developing related activities to help children in the preparation for the transition to public school. However, it was particularly noteworthy that target teachers showed initiative and interest and offered support to participate in the project.

In order to continue the involvement of the parents in the future, the classroom teachers and the classroom supervisors will plan more parental activities that will meet their needs. The low parent participation areas will be given special consideration.

Further, the Central Policy Council of the parents will be involved in the process of encouraging the parents to increase their participation in the parent training workshops.

Additionally, for strengthening future communication with the school systems, an orientation workshop for the sending and receiving teachers will be included early in the year in addition to the cross site visitation activity.

Further, as an outgrowth of this project, a suggested Home Activities Guide is in the process of being compiled which will assist parents in reviewing specific skills during the summer. (See Appendix S)

Recommendations

1. A positive attitude exhibited by the classroom teacher is essential to the success of a project of this type.

2. Inservice work shops which are participatory rather than lecture-type are necessary in maintaining the interest of the parents.

3. Successful implementation requires the cooperation and commitment of all staff involved in the process.

4. This project can be replicated as a total school project and/or several classrooms in a school, or in individual classes when the problem exists.

5. The project mechanisms can be used to develop further information exchange within the school system on other related issues.

6. The writer would suggest a follow through on the target children in Kindergarten through 1st grade to assess their developmental progress and adjustment to public school.

7. A continued assistance to the target parents in following the home strategies needs to be included as an ongoing part of the project activity.

Dissemination

A copy of the report will be given to the Executive Director of the AIU and the Director of the Target Head Start program so that the information presented in the report can support the continuation of the project.

Several presentations will be planned to share the results of this project report with the Central Policy Council of the Head Start program, the Child Development Research Association, and with the program coordinators.

The efforts will be made to share the information with the participating public school personnel so that strategic planning can take place at Kindergarten level.

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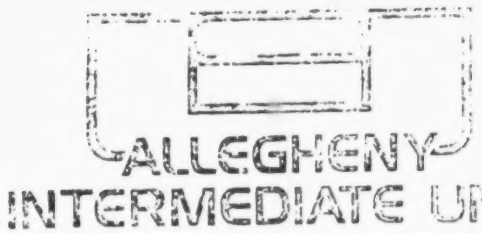
STAFF NEEDS ASSESSMENT FORM

(KINDERGARTEN SKILLS CHECKLIST)

	YES	NO	COMMENTS
1. Do you think the Head Start Program should develop an Entry Skills Checklist to make the transition to kindergarten a smooth process?			
2. Do you recommend the program should include special preparatory activities in April-May, to prepare Head Start children for kindergarten?			
3. Comment on the program's need to develop transitional activities for parents to work with their children during summer, to facilitate preparation for kindergarten.			
4. The kindergarten checklist would be useful in assessing the entry level skills of Head Start children.			
5. The kindergarten checklist provided pertinent information to develop home activities for parent use.			
6. Do you think Kindergarten Skills Checklist is useful in preparing Head Start children for kindergarten?			
7. Do you think the checklist items are age appropriate and indicate mastery of skills required for kindergarten entry?			
8. Would you like to be involved in the transition task force committee to work on transition procedures for Head Start children?			

9. Comment on the following items that need to be included in planning transitional activities:

	YES	NO	COMMENTS
a) Mutual site visitation of teachers to better acquaint themselves with the program.			
b) Exchange of important information between the two agencies.			
c) Head Start teachers need to be included in follow up contact with kindergarten teachers.			
d) Developing follow up strategies to have Head Start staff provide transition information on children.			
e) Establishing a calendar for transition activities.			
f) Share expected entry skills that help in the adjustment to kindergarten.			



SERVING THE SCHOOLS OF ALLEGHENY COUNTY

Dear Parent:

The Allegheny County Head Start Program is planning to develop procedures to help you and your child make a smooth and enjoyable transition to public school. The purpose of the individual transition plan is to identify, with the parents, issues and concerns related to the transition process. It is designated to help point out areas where parents can be actively and effectively involved in their child's transition.

In order for our program to develop a transition process for you and your child, we need your responses to the following questions:

Thank you very much.

Sincerely,

Vandana Sharma

Vandana Sharma
Education Coordinator

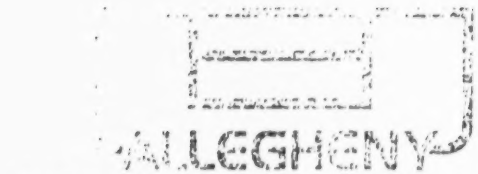
ALLEGHENY COUNTY HEAD START • 200 Commerce Court Building • Pittsburgh, PA 15219-1178

PARENT TRANSITION QUESTIONNAIRE

	Yes	No
1. Do you think the Head Start Program should develop a helpful skills checklist to make the transition to kindergarten a smooth process?		
2. Would you like to be actively involved in your child's transition process?		
3. Would you be willing to take part in a transition parent training workshop?		
4. Would you be willing to follow the individualized transitional activities developed for your child at home during summer?		
5. Would you be willing to give permission to the Head Start Program to monitor your child's transition into the public school setting?		
6. Do you think the program needs to include special preparatory activities in May-June, to facilitate the transition process for your child?		
7. Would you be willing to share your experiences as a Head Start parent regarding transition to public school with new parents?		
8. Would you be interested in becoming a member of the transition taskforce committee?		
9. Do you feel you need our program to provide you pertinent information and helpful suggestions to help make the transition process easier for you?		

APPENDIX C

PUBLIC SCHOOL
NEEDS ASSESSMENT QUESTIONNAIRE



SERVING THE SCHOOLS OF ALLEGHENY COUNTY

April 3, 1987

The Allegheny County Head Start Program is planning to initiate the process to network with school districts in developing a well planned coordinated system, which result in smooth transition and adjustment of Head Start children and their families into kindergarten programs.

This letter is to request your cooperation and support to participate in this collaborative effort. Your prompt response to the attached questionnaire will allow us to expedite the transition procedures for the 1987-88 school year. Please also find enclosed a program introduction of the Head Start curriculum and services provided to low income children and their families in your district.

Thank you for your time. I am looking forward to working with your school district on this project.

Sincerely,

Vandana Sharma

Vandana Sharma
Education Coordinator

cc: Dr. Lagana
Dr. Schmunk
John Mitchell

NEEDS ASSESSMENT QUESTIONNAIRE
TRANSITION OF HEAD START CHILDREN TO PUBLIC SCHOOL

Leaving preschool for kindergarten is one of many separations that children meet with a combination of delight and anxiety. Their separation from a day care, Head Start, etc, may be the most abrupt and permanent break with the past that they will experience until they leave home as young adults.

The Allegheny County Head Start Program is planning to develop a systematic procedures to insure smooth transition of Head Start children to public schools.

A more structured process of networking with public schools is vital to ensure a thorough understanding of the expected criteria required to make the process of transition a successful experience for Head Start children.

The purpose of this questionnaire is to measure the need to network with different school districts in Allegheny County. The information also will provide the basis for developing transitional procedures for Head Start children.

In order for Head Start and public school to work together in helping children make the transition to school a successful experience, your assessment and comments of the situation are important.

PLEASE COMMENT AND RETURN BY (APRIL 20, 1987)

	Yes	No
1. Is there a need to establish an interagency task force which includes public school personnel, Head Start staff, parents, kindergarten teachers, etc, to develop an outline of entry level skills needed for successful transition to kindergarten?		
2. Do you think your school district will be willing to participate in such a collaborative effort?		
3. Does your school already have an established process that helps the preschool child's entry a smooth process, ie, parent handbook, orientation day, newsletter, etc? _____ _____		
4. In your opinion what are some of the issues that need to be addressed to make the transition process a successful experience for preschool age children? _____ _____ _____ _____		
5. Some of the key aspects that can be included in the transition process are: (please check if you agree with the given aspect).		
1. Establishing a calendar for transition activities.		

Yes	No

2. Exchange of specialized staff support.
3. Share curricular expectations that help in the adjustment to kindergarten.
4. Mutual site visitations of teachers to better acquaint themselves with the program.
5. Developing procedures to transfer information on the child to avoid duplication.
6. Developing strategies to involve parents in the program.
7. Developing followup strategies to have Head Start staff provide feedback information on children.

6. Do you think your school district will be willing to share information on past Head Start children for the purpose of assessing the need for this project?
7. Does your school already participate in "team meetings" planned each year for outgoing Head Start children?
8. Please provide the name and the telephone number of the contact person to facilitate the process.

_____

9. Do you have any additional comments? _____

_____

_____

NAME _____

SCHOOL DISTRICT _____

PARENT TRAINING RESPONSE FORM

(TRANSITION)

Workshop:_____ Date:_____ Center:_____

Presented by:_____

	Strongly Agree	Agree	Do Not Agree	Not Sure
1. The information was well organized and major points were clearly presented.	( )	( )	( )	( )
2. There were opportunities for participants to share ideas and learn from one another.	( )	( )	( )	( )
3. The workshop ideas will help me to prepare my child for kindergarten.	( )	( )	( )	( )
4. The handouts were clear.	( )	( )	( )	( )
5. The handouts will be useful to me in working with my child.	( )	( )	( )	( )
6. I have a better understanding of the transition process and my role as a parent.	( )	( )	( )	( )
7. I'm taking ideas/techniques home with me that I want to try out.	( )	( )	( )	( )

8. Please briefly describe how you plan to apply the ideas and techniques presented in this workshop at home.

1.

2.

3.

4.

APPENDIX E

PARENT TRAINING ATTENDANCE RECORD

CENTER_____ DATE_____ TIME_____

Name	Address	Phone #

Transition Project

Kindergarten Prerequisite Skills Checklist

ALLEGHENY INTERMEDIATE UNIT

Allegheny County Head Start
200 Commerce Court Building
Pittsburgh, PA 15219

John Mitchell, Director
Vandana Sharma, Education Coordinator / Project Director

This project was made possible by a grant from the Howard Heinz Endowment.

Head Start Transition Project
Task Force Committee Members

Saundra Sciulli
Federal Project Director
Highlands School District

Janet Supko
Kindergarten Teacher
Carlynton School District

David McDougal
Principal
South Fayette School District

Dr. Wilma Austern
Supervisor of Language Arts
Chartiers Valley School District

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Elementary Principal
Northgate School District

Emma Fischer
Kindergarten Teacher
Northgate School District

Priscilla Rasel
Kindergarten Teacher
Woodland Hills School District

Barbara Batyko
Kindergarten Teacher
Woodland Hills School District

Marilyn Prentice
Kindergarten Teacher
Woodland Hills School District

Wendy Rice
Family Service Worker
Allegheny County Haed Start

Mandy Lyons
Teacher
Allegheny County Head Start

Greta Lepsch
Home Based Visitor
Allegheny County Head Start

Harriet Duval
Teacher
Allegheny County Head Start

Judy Sheffler
Teacher
Allegheny County Head Start

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Vandana Sharma
Education Coordinator
Transition Project Director
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Rose Yakopcic
Transition Project Consultant
Allegheny County Head Start

Carla Stephens
Teacher
Allegheny County Head Start

Pat Connors
Parent
Allegheny County Head Start

Cecelia Butz
Teacher
Allegheny County Head Start

Introduction

The Allegheny Intermediate Unit (AIU) Head Start Program is a comprehensive developmental preschool program which provides children from low-income families with the educational, health & social services needed for full social, emotional & intellectual functioning. Parent support services and handicapped services are also provided.

Head Start children frequently experience problems in transitioning from their preschool environment to the kindergarten setting provided by the public school system. This may be due to differences in program structure & parental involvement between the two educational settings. This change in educational settings may also cause the children to experience feelings of dislocation and impaired academic & social functioning.

In order to assist Head Start children in making a smoother transition to kindergarten, the AIU Head Start began to seeks funds to field test & evaluate a transition service model for Head Start children. This model provides the children and their parents with the knowledge and skills needed to fulfill the child's social, emotional and intellectual development within the public school environment.

In July of 1987 AIU Head Start was awarded a grant from the Howard Heinz Endowment Foundation to implement a transition service model. Twelve school districts and twelve Head Start classrooms were recruited to participate in the Head Start Transition Project.

A Task Force Committee consisting of kindergarten and Head Start teachers, administrators, and specialists was formed. This Task Force served as a catalyst for the development of the Kindergarten Prerequisite Skills Checklists. This checklist is a compilation of the feedback and recommendations gathered from over 100 Head Start and kindergarten teachers and administrators from various school districts in Allegheny County. The skills chosen for this checklist have been determined to be developmentally appropriate for children preparing for kindergarten and necessary for a child's successful transition to a kindergarten program.

Evaluator's Recommendations

This kindergarten prerequisite checklist was developed to help children make the transition to kindergarten and to meet the expectations of formal schooling. The items on the kindergarten prerequisite checklist have been reviewed with respect to the appropriateness of the items, the completeness of the checklist, and the clarity of the items.

It is this evaluator's opinion that the checklist can be used as a means of identifying areas that may be difficult for the child in kindergarten. Some children will benefit from practice or review of certain skills and abilities. Other children, however, should not be pressured to achieve skills and abilities for which they are not ready.

Roberta L. Schomburg, M.Ed.
Instructor, Carlow College
Early Childhood Education

Directions for Use

This Kindergarten Prerequisite Skills Checklist is a list of skills and behaviors found to be valuable in assisting a child in the transition to a public school kindergarten classroom. There are four skill categories; cognitive, social / emotional, physical development, and self help. Each skill has a space to estimate a child's performance as consistent or needs review. A space has also been provided for comments from the teacher. These comments should be dated and initialed by the teacher.

Assessment in an early childhood classroom should be administered in a manner in which the presence or absence of a skill can be observed informally during an activity which is integrated into the daily routine of the classroom.

The checklist is designed to be completed twice a year, in January and May. A skill is considered consistent when a child is observed performing the skill 3 or more times. It is important that the date a skill is determined as consistent or needs review be noted on the checklist.

Classroom activities to practice the skills on the checklist will be planned by the teacher and incorporated in the Head Start classroom during March, April & May of the program year.

The information on the completed checklist will be shared with the child's parent's. Activities will be given to the parents to practice with their child at home during the summer months.

This checklist was designed to be forwarded to the child's kindergarten teacher. Once the child is given 2 - 3 months to adjust to the kindergarten setting the teacher can use this information to assist in developing a program for the child. It is important to remember that the information provided on the checklist will be affected by a child's maturational process during the summer months.

This checklist does not contain every developmental skill a pre-kindergarten child should perform. It emphasizes the skills found to be most important in preparing a child for a kindergarten program. This checklist will be most effective when used in conjunction with an early childhood assessment tool.

Kindergarten Prerequisite Skills Checklist

Child's Name _____

D.O.B. _____

Center _____

Cognitive Skills	Pre Observation		Post Observation	
	Consistent/ Date	Needs Review/ Date	Consistent/ Date	Needs Review/ Date
1. Speaks mainly in phrases / sentences				
2. Uses regular past tense				
3. Speaks informally in conversation				
4. Identifies body parts				
5. Can use regular plurals				
6. Able to use pronouns (example: I, me you)				
7. Uses prepositions (example: behind, in front of, beside)				
8. Labels basic nouns in environment (example: chair, table, door)				
9. Identifies colors red, yellow, blue				
10. Identifies colors purple, brown, black, orange, green, white				
11. Names 4 basic shapes (circle, square, triangle, rectangle)				
12. Can copy a circle & a plus sign				
13. Follows one & two step directions				
14. Counts by rote 1 - 10				
15. Sits long enough in a group to listen to a 5 to 10 minute story				
16. Recognizes written name				
17. Prints formal first name				
18. Draws a person				
19. Is aware of alphabet (not necessarily knowing each letter)				
20. Retells a simple story				
21. Exhibits auditory memory (repeats song or fingerplay from memory)				
22. Compares size (biggest, smallest)				
23. Is aware of relative qualities (example; hot / cold, fast / slow, rough / smooth)				
24. Recognizes likeness and differences				
25. Classifies objects (size, shape, color)				
26. Understands 1 to 1 correspondence				
27. Tells how many objects in a group				

Comments: *(Please use the back of this page for additional comments.)*

Social / Emotional	Pre Observation		Post Observation	
	Consistent/ Date	Needs Review/ Date	Consistent/ Date	Needs Review/ Date
1. Is able to pay attention & concentrate well (Attention span approx. 5 - 10 min.)				
2. Follows simple directions without reminding				
3. Tells what he / she wants or needs				
4. Participates in group				
5. Is able to take turns & share with other children				
6. Takes care of things he / she uses				
7. Interacts with peers				
8. Is able to follow simple rules of games he plays				
9. Expresses feelings in words				
10. Displays independence				
11. Resolves conflict in an acceptable manner				
12. Sits in chair for developmentally appropriate task				
13. Exhibits self control (demonstrates responsibility for one's actions)				
14. Maintains attention on a developmentally appropriate task for 10 minutes				
15. Demonstrates consideration for others				
16. Is able to separate from parent				
17. Controls volume of speech				
18. Relates to adults				
19. Seeks new experiences				
20. Shows pride in work				
21. Raises hand to ask questions				
22. Participates in activities				

Comments:

Physical Development	Pre Observation		Post Observation	
	Consistent/ Date	Needs Review/ Date	Consistent/ Date	Needs Review/ Date
1. Able to throw & catch ball or bean bag				
2. Walks a straight line heel to toe				
3. Walks steps using alternate feet				
4. Skips				
5. Can ride a tricycle or bicycle				
6. Runs, hops, jumps				
7. Marches or claps in time with music				
8. Gallops				
9. Walks backwards				
10. Uses crayon / pencil correctly with control				
11. Uses scissors correctly with control				
12. Works with puzzles of 10 or more connecting pieces				
13. Traces designs & patterns				
14. Can color picture within boundaries				
15. Able to string beads				

Comments:

Self Help Skill	Pre Observation		Post Observation	
	Consistent/ Date	Needs Review/ Date	Consistent/ Date	Needs Review/ Date
1. Knows first & last name				
2. States address (house number & street)				
3. States phone number				
4. States age				
5. Knows ones birthday (month & day)				
6. Buttons, snaps & zips clothing				
7. Dresses self				
8. Allows sufficient time for toilet needs & uses toilet independently				
9. Puts things away				
10. Cleans spills				
11. Uses spoon & fork				
12. Plays appropriately without teachers constant supervision				
13. Cares for possessions				
14. Cares for toys				
15. Helps prepare for activity				

Comments:

200 Commerce Court Building
Pittsburgh, PA 15219

Dr. Edgar J. Holtz, Executive Director

Dr. Joseph Lagana, Associate Executive Director

Dr. James B. Schmunk, Assistant Executive Director

Special thanks to Cindy Spahr — Secretary, Education Component

Copyright applied for.

The Allegheny Intermediate Unit is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, or handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973.

APPENDIX G

TEACHER RESPONSE QUESTIONNAIRE
(CROSS SITE VISITATION)

TEACHER RESPONSE QUESTIONNAIRE

(Head Start Teacher Visit to Kindergarten)

	Strongly Agree	Agree	Do Not Agree	Not Sure
1. The cross visitation was helpful.	( )	( )	( )	( )
2. The cross visitation was informative.	( )	( )	( )	( )
3. I have a better understanding of the method of operation of the classroom I visited.	( )	( )	( )	( )
4. I will be able to make use of the pertinent information that was provided during the visit in my own classroom.	( )	( )	( )	( )
5. There were adequate opportunities to ask questions and share information with each other.	( )	( )	( )	( )
6. The visit provided the opportunity to learn what is expected in kindergarten.	( )	( )	( )	( )
7. The visitation time was sufficient.	( )	( )	( )	( )
8. The information received was sufficient.	( )	( )	( )	( )
9. I now have important information to convey to the parents.	( )	( )	( )	( )

	Strongly Agree	Agree	Do Not Agree	Not Sure
10. I think the activities were age appropriate.	( )	( )	( )	( )
11. The information provided will help me to understand the need of the children as a sending teacher.	( )	( )	( )	( )
12. The transition of Head Start children to kindergarten should include:				
a) Visiting mutual sites by both agency staffs should be continued.	( )	( )	( )	( )
b) Sharing curricula expectations that help children in the adjustment to kindergarten.	( )	( )	( )	( )
c) Involving Head Start teachers in the kindergarten admission process as a liaison to Head Start parents.	( )	( )	( )	( )
d) Developing follow up strategies to continue contact between sending and receiving teacher to help the children adjust to transition.	( )	( )	( )	( )
e) Developing strategies to continue to involve parents in public school.	( )	( )	( )	( )
f) Sharing specific Head Start year end information with kindergarten teacher.	( )	( )	( )	( )

Your Name_____

Head Start Center_____

Date Visited_____

TEACHER RESPONSE QUESTIONNAIRE

(Kindergarten Teacher Visit to Head Start)

	Strongly Agree	Agree	Do Not Agree	Not Sure
1. The cross visitation was helpful.	( )	( )	( )	( )
2. The cross visitation was informative.	( )	( )	( )	( )
3. I have a better understanding of the method of operation of the classroom I visited.	( )	( )	( )	( )
4. I will be able to make use of the pertinent information that was provided during the visit in my own classroom.	( )	( )	( )	( )
5. There were adequate opportunities to ask questions and share information with each other.	( )	( )	( )	( )
6. The visitation provided the opportunity to learn what is expected in Head Start.	( )	( )	( )	( )
7. The visitation time was sufficient.	( )	( )	( )	( )
8. The information received was sufficient.	( )	( )	( )	( )
9. I think the activities were age appropriate.	( )	( )	( )	( )

	Strongly Agree	Agree	Do Not Agree	Not Sure
10. The activities were geared to prepare the young children for kindergarten class.	( )	( )	( )	( )
11. The information provided will help me to understand the need of the children as a receiving teacher.	( )	( )	( )	( )
12. The transition of Head Start children to kindergarten should include:				
a) Visiting mutual sites by both agency staffs should be continued.	( )	( )	( )	( )
b) Sharing curricula expectations that help children in the adjustment to kindergarten.	( )	( )	( )	( )
c) Involving Head Start teachers in the kindergarten admission process as a liaison to Head Start parents.	( )	( )	( )	( )
d) Developing follow up strategies to continue contact between sending and receiving teacher to help the children adjust to transition.	( )	( )	( )	( )
e) Developing strategies to continue to involve parents in public school.	( )	( )	( )	( )
f) Sharing specific Head Start year end information with kindergarten teacher.	( )	( )	( )	( )

Your Name/Grade_____

School District_____

Date Visited_____

APPENDIX H

TEACHER ATTENDANCE RECORD (CROSS SITE VISITATION)

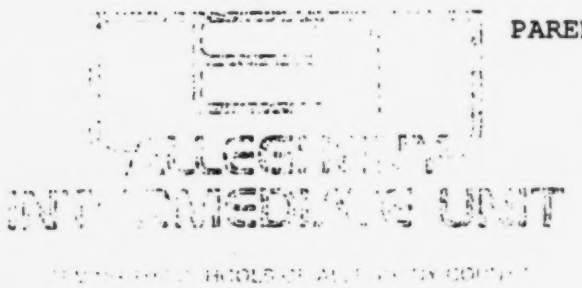
TEACHER ATTENDANCE RECORD

PURPOSE _____

DATE/TIME _____

NAME	TITLE	SCHOOL/CENTER	COMMENTS

PARENT TRAINING WORKSHOP LETTER



February 17, 1988

Dear Parent:

The purpose of the letter is to inform you of the upcoming parent training workshops on "Transition of Head Start Children to Kindergarten". Two separate workshops will be conducted during March and April in your area.

These training sessions are a crucial part of the preschool to kindergarten transition process. The workshops will include important information on Kindergarten readiness activities and guidelines that will assist you in preparing your child for kindergarten. A representative from your child's school district will also be invited to meet with and answer any questions you might have. In addition, you will receive training on the Home Activity guide that has been specially developed for your use during summer.

In order for your child to benefit from the Transition program activities, your participation of these two workshops is essential. Your attendance to these workshops will show that you are interested in your childs education.

We look forward to seeing you at these workshops. For further information please call 394-5803

Sincerely,

Vandana Sharma
Education Coordinator/
Project Director of Head Start

Donna sobel
Training consultant/
Transition Project

Training Schedule:
DATE : March 29th & April 19, 1988
TIME : 9:00am - 12:00pm
PLACE: Mosside Center - Rear Entrance
Gateway School District
Mosside Boulevard
Monroeville, PA 15146

ALLEGHENY INTERMEDIATE UNIT

SERVING THE SCHOOLS OF ALLEGHENY COUNTY

The Allegheny County Head Start Program has received funding to develop a program that would facilitate the transition of Head Start children from preschool into kindergarten in your district. We would appreciate your input on how we can best work together to design a protocol that would be beneficial to all concerned. We need your help in order to work within school district regulations and to satisfy your entry requirements.

You are invited to attend an orientation meeting on Monday, September 28, 1987 in our Head Start Conference Room located in the Allegheny Intermediate Unit, 2nd Floor, Station Square, to share our goals in working with school districts. Please bring any screening tools and entry-level requirements with you. Because the role of the kindergarten teacher is so crucial to the success of the total project, we encourage you to bring as many kindergarten staff as possible to the meeting. We hope to be able to work closely with you to develop a plan that will represent our mutual needs.

In order to know the number of people who plan to attend the meeting, we ask that you complete and return the attached registration form no later than September 12, 1987. If you are unable to attend, please contact us with any additions you wish to make to the enclosed agenda. We hope you will join us and be a part of this team effort.

If you have any questions, you may telephone us at 394-5872 for further information.

Sincerely,

Vandana Sharma, M.S.
Education Coordinator
Transition Project Director

Caroline Thompson, M.S.
Transition Project Coordinator

Enclosures

cc: Dr. Edgar J. Holtz, Dr. Joseph Lagana, Dr. James Schmunk, Mr. John Mitchell

ALLEGHENY COUNTY HEAD START • 200 Commerce Court Building • Pittsburgh, PA 15219-1178

HEAD START TRANSITION PROJECT

Orientation Meeting

Monday, September 28, 1987

Conference Room

AGENDA

9:00 - 9:15	Coffee & Donuts
9:15 - 9:25	Welcome
9:25 - 9:45	Introductions
	Head Start Overview
9:45 - 10:00	Head Start Film
10:00 - 10:30	Presentation of the Project
10:30 - 10:40	Break
10:40 - 11:15	Panel Discussion
11:15 - 11:25	Summary
11:25 - 11:50	Small Group Discussion
	Feedback
11:50 - 12:00	Overview of Task Force
12:00 - 1:00	Luncheon
1:00 - 1:30	Questions & Answers
1:30 - 2:00	Evaluations & Wrap-Up

Sponsored by Heinz Endowment Foundation

APPENDIX K

TASK FORCE MEETING LETTER

October 16, 1987

On September 28, 1987 representatives of 14 School Districts attended our Transition Project Orientation Workshop at the Allegheny Intermediate Unit. We were very encouraged by the enthusiastic response and positive feedback we received.

Your School District has been selected to participate in the Transition Project and serve on the Task Force that will examine Kindergarten entry-level criteria and generate a list of what Head Start children need to succeed in the larger school system.

Objectives of the Task Force will be:

1. Review the educational status of the Head Start graduate in the light of existing School District expectations and requirements.

2. Examine Kindergarten entry-level criteria and screening tools.

3. Identify gaps and make recommendations for how each could be strengthened.

4. Develop a set of expectancies that are academically, socially and emotionally appropriate for the child entering Kindergarten.

5. Create a list of entry-level skills with implementation strategies for teachers.

Tentative Work Plan:

Meeting	Tasks	Date & Time	Place	Outcome
1.	Discuss optimal behaviors for children entering kindergarten.	Oct. 23 1:00 PM	AIU	Consensus of desired behaviors
	Analyze existing goals and competencies for children leaving Head Start.	Oct. 23		Comparison of exit skills with applicability to kindergarte setting.
	Review kindergarten screening tools and expectancies.	Oct. 23		Generation of comprehensive evaluation tool
	Examine responses to survey of kindergarten teachers' needs and priorities.	Oct. 23		Evaluation synthesis of teachers' priorities of kindergarten entry level skills of Head Start student.
	Summarize expectancies and areas of concentration	Oct. 23		List of revised goals.
	Schedule cross visitations dates and times for teachers.	Oct. 23		Organize master calend for kindergarten & Head Start teacher exchange.
2.	Develop transition curriculum.	November		Kindergarten entry skills checklist with strategies for implementation.
3.	Discuss incorporation and orientation of teachers and other school personnel to the transition curriculum.	November		Modus operandi for all individuals involved in transition process.
4.	Evaluate transition skills checklist and make recommendations relative to individual School District needs.	December		Simulation of implementation and list of suggestions to achieve success.

It is hoped that we will be able to accomplish our Task Force objectives in three, or at the most, four meetings. Our first meeting will be held on Friday, October 23, 1987 in the Horace Mann Conference Room of the Allegheny Intermediate Unit, 2nd floor, Station Square, from 1:00 - 3:00 p.m. Please bring your School District calendar so we can schedule additional Task Force meetings and recommend cross visitation dates and times for the teachers. We will also need you to bring the screening tools and entry level criteria your School District uses, along with the names of the individuals who conduct the screening procedures. It will also be helpful if you can provide us with the name of a contact person in your district through whom we can exchange information, as well as the names of the kindergarten teachers who will be participating. If you have not already done so, would you please verify by your signature confirmation to be part of this Project Workshop .

We look forward to working with you. Thank you in advance for your participation and cooperation.

Sincerely yours,

Vandana Sharma

Vandana Sharma
Head Start Education Coordinator
Transition project Director

Caroline Thompson

Caroline Thompson
Transition Project Coordinator

APPENDIX L

TARGET STAFF TRANSITION
ORIENTATION INSERVICE

ALLEGHENY
INTERMEDIATE UNIT

INTEROFFICE MEMO

TO: Head Start Teachers & Assistant Teachers participating in the Transition Project, Child Care Advisors & Transition Grant Staff.

FROM: Vandana Sharma & Rose Yakopcic(Transition Grant Consultant)

RE: Transitional Orientation

DATE: January 8, 1988

An orientation will be held on Friday, January 22, 1988, 9:00 a.m. at the AIU Station Square, Dewey Room. The objective of this orientation is to discuss the contents and use of the Kindergarten Prerequisite Skills Checklist which was prepared by the Transition Project Task Force Committee. Future activities of the project will also be discussed. An agenda is attached for you to review. If you have any questions, please feel free to call us.

See you on the 22nd.

HEAD START TRANSITION PROJECT

Teacher Inservice

January 22, 1988

9:00 A.M.

AIU STATION SQUARE/DEWEY ROOM

AGENDA

9:00 a.m.	Refreshments
9:15 a.m.	Introduction
9:30 a.m.	Film: "The Transition Program: Preparing for School"
10:00 a.m.	Review of Transition Project
10:30 a.m.	Review of Kindergarten Prerequisite Skills Checklist & directions for use.
12:00 p.m.	Lunch
1:00 p.m.	Work session - Planning activities to teach prerequisite skills on checklist.
2:45 p.m.	Questions & Comments
3:00 p.m.	Dismissal

APPENDIX M

KINDERGARTEN READINESS
SKILLS REVIEW FORM

KINDERGARTEN READINESS SKILLS REVIEW FORM

Name of Child:_____ Head Start Classroom:_____

Date:_____

Your child is currently working on the skills expected for kindergarten entry. Readiness skills listed below need to be regularly reviewed (practiced) during the summer months. A regular review of these skills will help your child enter kindergarten with greater preparedness and confidence.

SKILLS TO PRACTICE	SUGGESTED ACTIVITIES
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

APPENDIX N

TEACHER EVALUATION FORM
(KPS CHECKLIST)

TRANSITION PROJECT

TEACHER EVALUATION FORM

Transition Orientation: _____ Date: _____
(Position)

Presented/Facilitated by: _____ Location: _____

1. Did the facilitators present the information clearly?

   Excellent _____ Good _____ Average _____

2. Was the information pertinent to the task assigned to you?

   Excellent _____ Good _____ Average _____

3. Were the materials (i.e., booklets, pamphlets, slideshow,etc) helpful?

   Excellent _____ Good _____ Average _____

4. Do you have a better understanding of the Transition Project goals, and objectives?

   Excellent _____ Good _____ Average _____

5. Do you feel that the information you received will be useful in your classroom?

   Excellent _____ Good _____ Average _____

6. Do you feel you have a good understanding of the Prerequisite Skills Checklist and its use?

   Excellent _____ Good _____ Average _____

7. Do you feel you have a good understanding of the Parent Component of the project?

   Excellent _____ Good _____ Average _____

University of Pittsburgh
OFFICE OF CHILD DEVELOPMENT

March 30, 1988

Rose Yakopcic
Transition Project Consultant
Allegheny County Head Start
200 Commerce Court Building
Pittsburgh, PA 15219

Dear Rose:

I have reviewed the Transition Project's Kindergarten Prerequisite Skills Checklist and found it to be appropriate as a list of skills and behaviors that will assist a child in the transition to a kindergarten classroom. This type of checklist is invaluable to professionals and paraprofessionals working in the preparation of kindergartners.

Through past experiences, I have found that the children for which this Project is targeted, benefit greatly from programming on skills and behaviors such as you and your Committee have identified. The importance of such preparation cannot be overemphasized.

I offer you my support and congratulations on a Project that has the potential to make life a little easier for these children.

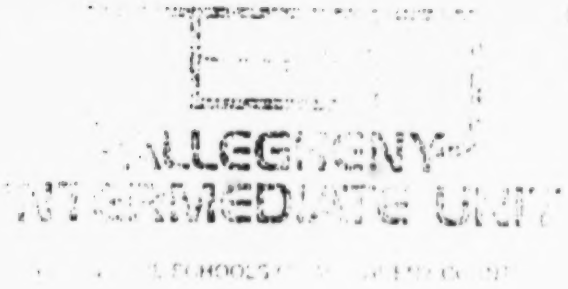
Sincerely,
Chris Groark
Chris Groark
Human Services Coordinator

CG/caf

411 LRDC BLDG., 3939 O'HARA STREET, PITTSBURGH, PA 15260 (412) 624-7425

APPENDIX P

CROSS VISITATION SITE
CONFIRMATION LETTER



February 16, 1988

Homeville Elementary School
4315 Elizabeth Street
West Mifflin, PA 15122

Dear Ms. Skursha,

Please accept this letter as confirmation of your visit to the Head Start Program in your area. Your visit has been scheduled for March 9, 1988 from approximately 8:30 AM to 12:30 PM. The center is located at Emerson Elementary School, 1850 Pennsylvania Avenue, West Mifflin, PA. The teacher's name is Janie McClain. Janie will attept to schedule some time during the day for you to talk to the classroom staff (assistant teacher, parent volunteer) about your kindergarten program and your expectations for the children entering your classroom in the fall.

Will you please bring the enclosed forms with you to the Head Start Program. It is very important to the Project that you complete these forms during your visit and leave them with the Head Start teacher before you leave. If it is necessary for you to cancel your visit, please call the Head Start teacher at 466-4499.

Sincerely,

Rose Yakopcic

Rose Yakopcic
Transition Project Coordinator

RY:nt
Enclsoures

ALLEGHENY COUNTY HEAD START • 200 Commerce Court Building • Pittsburgh, PA 15219-1178

March 9, 1988

Dr. Pierce
2743 Washington Blvd.
McKeesport, Pa. 15133

Dear Dr. Pierce:

Thank you again for participating in the AIU Head Start Transition Project. As you know, the primary goal of the project is to field test and evaluate a Kindergarten Transition Program for Head Start children. We are currently in the process of developing the parent training component of the project. This component will include conducting training sessions for Head Start parents to provide them with information which will assist them in preparing their children for kindergarten.

We believe the most effective way to educate parents about their school district and their childs future kindergarten program is through direct communication with school district personnel.

Therefore, we are requesting that each school district send a representative to one parent training session to discuss their districts kindergarten program policies, expectations and curriculum. The training session for the parents in your school district will take place on April 19, 1988 at Holy Cross Church, 6th & Michigan St, Glassport, Pa. from 11:30am to 12:00pm.

Would you please complete the enclosed form and return it to us no later than March 18, 1988. Thank you for your cooperation. If you have any questions, please feel free to call us at 394-5872.

Sincerely,

Vandana Sharma
Vandana Sharma
Transition Project Director

Rosemary Yakopcic
Rosemary Yakopcic
Transition Project Consultant

ALLEGHENY COUNTY HEAD START • 200 Commerce Court Building • Pittsburgh, PA 15219-1178

NAME H. WAYNE PIERCE

SCHOOL DISTRICT SOUTH ALLEGHENY

PHONE # 673-9734

✓ Yes we will send a representative to the parent training session.

NAME ADELE BARTOLOMEO + CAROL MATZ

ADDRESS GLASSPORT CENTRAL - 3RD + OHIO - GLASSPORT PA 15045

PHONE # 673-9734

_____ No we will not be able to send a representative to the parent training session.

APPENDIX Q

KEY

H.S. - Head Start
K.G. - Kindergarten

CROSS SITE VISITATION STAFF RESPONSE SUMMARY

	Strongly Agree		Agree		No Not Agree	Not Sure
	HS	KG	HS	KG	HS/KG	HS/KG
1. The cross visitation was helpful.	10	10	2	8		
2. The cross visitation was informative.	8	13	3	5		1
3. I have a better understanding of the method of operation of the classroom I visited.	10	12	2	6		
4. I will be able to make use of the pertinent information that was provided during the visit in my own classroom.	4	10	6	8		2
5. There were adequate opportunities to ask questions and share information with each other.	6	12	6	4		2
6. The visitation provided the opportunity to learn what is expected in Head Start.	9	12	3	5	1	
7. The visitation time was sufficient.	5	8	7	9	1	
8. The information received was sufficient.	3	8	9	10		
9. I think the activities were age appropriate.	7	13	4	4		
10. The activities were geared to prepare the young children for kindergarten class.	4	10	8	6		
11. The information provided will help me to understand the need of the children as a receiving teacher.	10	8	2	10		

12. The transition of Head Start children to kindergarten should include:	Strongly Agree		Agree		Do Not Agree	Not Sure
	HS	KG	HS	KG	HS/KG	HS/KG
a) Visiting mutual sites by both agency staffs should be continued.	10	13	2	6	— —	— —
b) Sharing curricula expectations that help children in the adjustment to kindergarten.	10	14	2	4	— —	— —
c) Involving Head Start teachers in the kindergarten admission process as a liaison to Head Start parents.	10	11	2	6	1 —	— —
d) Developing follow up strategies to continue contact between sending and receiving teacher to help the children adjust to transition.	9	12	3	5	1 —	— —
e) Developing strategies to continue to involve parents in public school.	8	9	4	8	— —	1 —
f) Sharing specific Head Start year end information with kindergarten teacher.	10	14	2	4	— —	— —

Total number of kindergarten teacher responses received 18
Percentage of strongly agreed responses 62%

Total number of Head Start staff responses received 12
Percentage of strongly agreed responses 71%

APPENDIX R

PARENT TRAINING WORKSHOP
RESPONSE SUMMARY

KEY

SA - Strongly Agree
A - Agree
NS - Not Sure
DA - Do Not Agree

PARENT TRAINING RESPONSE SUMMARY

Questions	SA/A TR 1	SA/A TR 2	NS/DA
1. The information was well organized and major points were clearly presented.	72	63	-
2. There were opportunities for participants to share ideas and learn from one another.	72	63	-
3. The workshop ideas will help me to prepare my child for kindergarten.	71	63	1
4. The handouts were clear.	72	62	1
5. The handouts will be useful to me in working with my child.	71	62	2
6. I have a better understanding of the transition process and my role as a parent.	72	61	-
7. I'm taking ideas/techniques home with me that I want to try out.	70	60	3

Number of SA/A Responses Training 1 - 490

Number of SA/A Responses Training 2 - 434

% Responses of the two trainings - 93%

ACTIVITY #3: Investigating Your House

DEVELOPMENTAL SKILLS: Classification, Language Development, Observation Skills, Problem Solving, Pre-Math, Sensory Awareness, and Socialization

DIRECTIONS:

Have your child help you figure out how your home was built. Have your child walk around the house investigating the types of materials that might have been used and naming the workers that might complete a certain job. Some leading questions include: Who put the pipes in? What material is this window made out of? What is a person called who puts in the wires? Where might wood or cement or tile or brick or plaster be found? Why was that material used instead of another?

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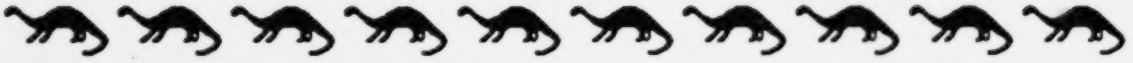


ACTIVITY #7: Following Directions I

DEVELOPMENTAL SKILLS: Fine Motor, Gross Motor, Language Development, Listening Skills, Memory Skills, Planning Skills, Pre-Math, Pre-Reading, Sequencing, Sensory Awareness, and Socialization

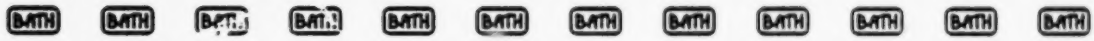
DIRECTIONS:

Call out a series of three actions to your child. Have him act them out in the order you called them. Suggestions include: smile, sit, frown, hop, skip, walk backwards, blink eyes, snap fingers, clap, jump, and turn around in a circle.

A variation of this activity is to call out three words. Have your child listen for the word that is different and act it out. For example, 1) TOP, TOP, HOP. 2) JUMP, BUMP, BUMP. 3) DOWN, FROWN, DOWN.

ACTIVITY # 21: Opposites

DEVELOPMENTAL SKILLS: Classification, Decision Making, Eye-Hand Coordination, Language Development, Matching, Observation Skills, Pre-Math, Pre-Reading, Self-Help, and Sensory Awareness

DIRECTIONS

Have your child identify and demonstrate, when appropriate, the differences in opposite items in the bathroom. Some of the most common items include the following: hot/cold, hard/soft, full/empty, float/sink, heavy/light, up/down, on/off, go/stop, out/in, short/tall, and wet/dry.